

THE VIRGINIA TEACHER



Volume I

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I

SUPERVISION OF RURAL SCHOOLS

The demand for efficiency has been slow in reaching the rural schools, but it is now making itself felt. The pressure for better teachers, better methods, better equipment for those schools is becoming more insistent in nearly every section of the country.

When we realize that nearly one half of the people of the United States live on farms, that nearly one half of the children of our country are educated in rural schools, we can understand why the pressure for better schools is making itself felt. When we realize, too, that about seventy-five per cent of the people of Virginia live in rural districts, we can understand better the need in this state for better rural schools.

The world is on the move. The new demands in life now require revised standards. Many people are awakening to this fact, and are looking to the schools for better methods in the teaching of the children. If rural schools are reorganized, if better methods are used in the teaching in those schools, country life may be made more attractive to the boys and girls in the country. If these schools rise to their opportunities, they will show those boys and girls that they can prepare for careers in the country that are in every way comparable with the commercial ones in the city. In a number of states the rural schools are rising to their opportunities, and are showing marvelous advancement.

School superintendents, supervisors, and teachers are needed in these schools who are familiar with country life and country needs. In the reorganization of these schools these people should arrange a curriculum that would make the three R's more usable, and establish methods that would center the work around vital subjects.

One very, very important need in the rural schools is efficient supervision. In those schools the problems are the most difficult

ones in the whole school system. These teachers and children need and have a right to the help that comes from the sympathetic oversight of a competent supervisor whose knowledge and experience enables her or him to guide and help these teachers to meet their problems in their own schools.

Business men realize the value of supervision in securing the best results in their work. Large stores employ one supervisor whose duty is to direct the work of fifteen or twenty clerks. An experienced foreman is necessary in a printing office; a building contractor in the construction of a building. Banks find it very important to place trained men at the head of each department.

The teacher is working with boys and girls, the development of whose lives is certainly more important than the guiding of salesmen, the setting of type, the counting of money. Then should the teacher have less guidance than is given in other fields of endeavor?

Does a man allow a contractor to build his house who has no knowledge of the business? Do the people trust their money to men in the banks who have no experience in that particular work? No, they do not allow these things but they do allow inexperienced teachers to have the care of their children for eight or nine months each year. What types of lives are those teachers developing?

Many teachers go into the work with limited professional training. Many are earnest and conscientious, but they do not know how to attack the work, how to organize it, what methods to use to bring best results. Is it fair to those teachers to place them in schools with thirty-five or forty children, and not provide some means of supervision—not give them some one to help them with their many problems? Working alone, as they often do, they sometimes sink under a weight of discouragements, and fail completely as teachers, just because they have no

one to encourage, to appreciate, to help them in many ways. The superintendent may do all he can to help, but his time is too limited to help very much in the adjustment of so many problems.

Will not the employment of a broad-minded, sympathetic supervisor who will encourage, and direct both teachers and pupils, be a wise investment for any community? Will not the money spent for schools bring better results with the help of a supervisor, than to allow the teacher to experiment until she finds successful methods? This takes time, and as many schools are taught by different teachers each year, much time is spent in experimentation.

Following the business man's principles, it is safe to say: No matter how skillful the teaching, how excellent the equipment, how perfect the curriculum, the best results will be secured by having leaders to guide, direct, advise, and unify efforts. Left without supervision, the schools are like a complex factory system that possesses a supply of material and a full quota of workers, but lacks foremen or leaders to direct the operations.

The office of the superintendent has played an important part in the development of the schools in the state, but that office imposes tremendous tasks upon the superintendent. The territory is large, the duties many, and the time limited for supervisory work.

The state school officials of Virginia, and many district superintendents and members of school boards are desirous of having more supervisory work in their rural schools. At present there are fifty-five supervisors in these schools in this state. They are appointing others as fast as suitable supervisors can be secured. They aim to appoint those who have professional training, successful teaching experience, and special training in supervision. They realize, too, the value of a supervisor who possesses sympathy, tact, a pleasing personality, and who is familiar with country life.

What are the problems of the supervisor?

(1) Improvement of classroom instruction.

The supervisor encourages the teachers and the children from the very first to feel that they are real helpers in their many prob-

lems. She learns in her visits to the school-room, and by studying needs there, just what important problem to attack first. She learns that many of the teachers have had no experience, have many pupils in all grades, and that the reports of the classification and the work of the previous year are very indefinite. What will be the needs in a school of this type? They will include the following: classification of the school, adjustment of textbooks to grades or groups, arrangement of a daily schedule of classes and suggestions for the teaching of all subjects. Of course a few things are attempted at one time, or the teacher and the pupils will become confused. It is a wise plan to move slowly. One of the most important duties of the supervisor is teaching type lessons for the teacher with her own pupils. That teacher can then see where she has failed, and know better how to improve her methods.

The methods of all of the teachers may be improved by group meetings. They and the supervisor discuss there many of the problems. There, too, a successful teacher may teach type lessons, and those methods be discussed. Textbooks may be studied, and the subject matter in those texts most important to boys and girls may be explained, and methods for teaching them be suggested.

Causes of the retardation of some of the pupils may be studied.

Promotions may be discussed.

Scientific measurements may be studied.

Other schools may be visited, and the work observed there may be discussed.

Professional books may be studied.

The State Course of Study may be studied.

Community activities and school league work may be explained.

(2) Improvement of school attendance.

Good school attendance requires the cooperation of the teacher, the parent, the supervisor, and all school officials. The supervisor is invaluable to the teachers here. The support the supervisor gives the teacher in her investigation of the causes of absences is invaluable to that teacher. The methods both use in remedying those conditions mean much in the success of that school.

The supervisor can help the parents to see the waste of time, money, opportunities, when they do not send their children regularly. She can explain the waste of supplying buildings, equipment, and teachers for half of the pupils that may be attending that school. No commercial business man could run on any other basis without ending in bankruptcy.

Compare this situation with the growing of corn. The farmer will see the folly of plowing, planting, cultivating, a field that has half as many stalks as it should have. What would be his production in ears of corn? He will know that that kind of farming will mean waste of land, labor, money.

The supervisor can help the teachers and the parents to see the importance of electing men in the state government who will try to improve the schools.

She can help the teacher to make the school room and work more attractive to the boys and girls so that they will want to come to school.

(3) Improvement of health conditions.

For many reasons the country is more healthful than the city, but with all of its advantages, statistics show that the aggregate death rate in the country is almost as great as in the city. Statistics also show that 400,000 of our rural population are killed every year by infectious diseases. The larger part of this sickness and death could be prevented by following simple and easy rules for hygienic living. It is one of the greatest functions of the rural schools to show the necessity for following these rules. The supervisor helps to bring these facts before the schools and the community, and helps the teachers to observe them in their schools. She can explain and assist in the physical inspection of the children. She can encourage and emphasize the importance of good house-keeping in the school rooms.

(4) Improvement of co-operation of school and community.

The supervisor can help the teacher to prepare school lunches; arrange parents, meetings, picnics, school fairs, organize school leagues, and interest parents and pupils in corn, pig, and poultry clubs.

Every act of the supervisor should be for

the purpose of making the teachers under her direction independent and efficient. Step by step she should walk with them; slowly with their slowness in learning new things; quickening her pace with theirs as they progress.

Nearly every teacher has some good points and often uses good teaching methods—methods that perhaps she has worked out successfully under very difficult circumstances. The supervisor should be quick to recognize these good points, note successes, and praise her for these successes. Then with genuinely appreciative criticism she can show how some of the unsuccessful methods may be remedied.

Results of teaching as well as methods should be measured and studied. Scientific measurement of results is a valuable work for the teacher and the supervisors.

The progress of the pupils is the chief concern of the supervisor. As the pressure of rural needs becomes greater may adequate supervision be provided, so that the boys and girls may make greater progress in the rural schools of this state.

ADA BAUGH

II

THE AMERICAN LEGION

In April 1917, the manhood of America eagerly prepared to protect their country from the European monster who taught "might is right". Not only to protect America did they go, but also to answer the call of John McCrae, flung to us in the following:

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from falling hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders fields.

With the sentiment of these lines of R. W. Lillard's in their hearts they eagerly prepared to go—

Rest ye in peace, ye Flanders dead.
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields.

These same men who "keep true faith with ye who lie asleep" have returned to their native country with a vision of a greater, more ideal America, and this vision has culminated into the American Legion.

Democracy, liberty, love, they fought for and now they have come home with another great message. When they returned their intentions of continuing the fight for things they admire was announced. As a result we see 1,000,000 men organized.

In order to continue the work of their purpose the American Legion was organized in Paris, March, 1919, by a thousand officers and men who were delegates from all the units of the expeditionary forces. This number declared and discussed their principles, selecting a name for the organization as well.

Among the prominent men who initiated the organization were: Lt. Col. Theodore Roosevelt; Lt. Col. F. D'Olier; Robert Bacon; Lt. Col. Gompers Jr., of New York; Allen Potts, of Virginia; Charles W. Wittlesey, Commander of the "Lost Battalion"; Bennet C. Clark, son of Champ Clark; and Ex-Senator Luke Lea, of Tennessee.

The history of the American Legion begins with the meeting in Paris. After the Paris meeting a similar one was held in St. Louis, from May 8 to 10, 1919. This meeting consisted of men who had served in the United States army. It was really a repetition of the meeting in Paris, as they confirmed a constitution similar to the first one and discussed the same problems. After this St. Louis meeting in May, 1919, the constitution

was adopted and nationally incorporated by an act of congress in September, 1919. The French and American organizations are not separate. The Paris Convention appointed an Executive Committee of seventeen officers and men to represent the French troops. A similar body was elected at the St. Louis convention and these two Executive Committees form the operating body of the Legion.

Anyone is eligible to membership who "served honorably" between April 6, 1917, and November 11, 1918, both dates inclusive. Women who were regularly enlisted are also eligible. Those persons serving in countries associated with the United States are included in these regulations. Those excluded are of two classes. First, those who were in the army or navy and refused on political or conscientious grounds to subject themselves to military training. Then, those who were in service, and separated under circumstances amounting to dishonorable discharge. Only active membership is permissible.

In order that the service of the women during the war might be recognized and that they might work more efficiently in the future by cooperation, the American Legion has seen fit to recognize a joint organization of women. This body, named the "Women's Auxiliary of the American Legion", consists of the mothers, wives, daughters and sisters of members of the Legion, and the mothers, wives, daughters, and sisters of those who died while serving, or were discharged before November 11, 1920.

The organization of the Legion closely resembles the organization and divisions of our government. Just as the United States is divided into state groups and then into local sections, the Legion is divided. These state branches attend to all of the more important details, aid in granting charters, protect and organize in turn the local posts. There are now about 7,500 posts. These posts are in every state in the union, in Hawaii, Alaska, Phillipines, Mexico, and all the Allied Countries.

Perhaps for months to come we will be in touch with only the local posts, just as we are more familiar with our local government. The state organization decides the membership necessary to organize a post. These so-called "Posts" are not receive into the Legion until they have secured charters. This is done by sending an application to

the State Branch, then the National Executive Committee issues the charter upon the recommendation of the State Branch. No post may be named after any living person. Post No. 1 was first named in honor of Pershing but later changed to 'Washington Post'.

The constitution provides that the legislative body shall be a national convention, held annually at a place chosen the previous year. This convention consists of delegates and representatives from each state, the District of Columbia, and each possession of the United States. Two of these conventions have been held, the last one being in November, 1919.

Among the business attended to during the convention is the election of officers. Here a national Commander is elected and five national Vice-Commanders. The national Adjutant is chosen by the national Commander, the Treasurer by the Executive Committee.

The present commander of the Legion is a rather picturesque figure. H. D. Lindsley was succeeded by Franklin D'Olier in November. Before serving in the past war Commander D'Olier was a merchant in cotton and cotton yarns. In France he won recognition for the salvage depots that he initiated. In June 1918, he took command of the first salvage depot operated by Americans. He had such success that he went to Lyons, France, to establish another. When he returned to his native state, New Jersey, he wore the distinguished service medal from the United States, Legion of Honor medal of France, and had been promoted to a place on the General Staff. He was among the twenty who initiated the movement of the American Legion in France and later aided T. R. Roosevelt, Jr. in perfecting the preliminary organization.

The governing body is financed by dues from each member. Ample provisions were not made for collecting these funds in the beginning, so other arrangements were necessary for that time. The "running funds" were furnished at first by friends and members in a number of the larger cities. Mr. J. W. Prentiss, leader of the Red Cross Subscription Campaign, is chairman of the Finance Committee and is soliciting funds to support the Legion just at present. These sums will be

refunded in the future, however, and they are considered to be nothing more than advances.

No doubt the principles and purposes of the American Legion are the most interesting to the nation at large. The purposes as expressed by Franklin D'Olier, National Commander, are: "The spirit of the American Legion is that of unselfish service. In this spirit, it is our hope to assist in the coordination of all of those forces in this country which stand for real progress and thereby act as a great stabilizer and constructive influence in these days of reconstruction."

The Preamble of the constitution defines very clearly every phase of the various purposes of the Legion. Taking these various purposes up briefly we are first impressed by "For God and for country, we associate ourselves together for the following purposes": first, to uphold and defend the constitution of the United States.

Much may be said concerning the beginning of this preamble, "For God and for Country". It is worthy of notice that the aim is entirely unselfish and to honor the highest—both so often neglected in the selfish scramble for personal gains.

Taking up the first purpose of the Legion "to uphold and defend the Constitution of the United States" we realize that innumerable organizations have included the very same in their own constitutions. We mutter it just as mechanically as we repeat the multiplication table, little realizing what we are saying and when the time comes for protection so many are to be found wanting. It is to be hoped that the Legionaires will cause the nation to realize the significance of this phrase and know that it is not to be repeated just as we thoughtlessly inquire about the health of our neighbor.

The next purpose of the Legion is to "maintain law and order". The local posts have been remembering this and have done much to adjust local conditions. These men have been relentless judges about the condition of the country during the past winter. They have stood as stern judges on the action of tax officials, these men who have become so accustomed to rigid discipline and order. They have been as diligent about the sins of omission as those of commission. Impatience shown by some Legion men has caused comment in certain localities. But we well

know that this attitude of officials is not a recent one. These cases of "flabby officials" is another flaw in Americans that the Legion desires to correct. As a whole the Legion members have been so true to their purpose of 'law and order' that they have resisted individual violence against the Bolsheviki, realizing that we have a truer way of establishing justice and order.

It is only when all Americans take their stand against any form of individual persecution that we will have driven from our midst "mob-rule". People who declare that we have law and order here, and those who profess to believe in no other rule, have participated in the thousands of lynchings which are a dishonor to America. Some broadminded Americans have likened us to the "blood thirsty Hun" in that we uphold individual persecutions. Judging from statistics of lynchings and comparison of prosecutions of such activities there seem to be just reasons for such distasteful accusations. These activities are not correct or just and it is just those things the Legion is trying to prevent by demanding efficient work of efficient officials and absence of individual persecution.

Next, the Legion joins thousands of others in the nation wide Americanization campaign. This problem and its needs have swept over the entire country since the beginning of our entrance in the war. 100 per cent Americanism is not only lacking in naturalized citizens but in native born citizens as well. The men of the American Legion feel that we need 100 per cent Americanism and that phrase is their slogan. We see that the "melting pot does not melt", and if America is to progress, if she is to have peace and prosperity, those elements foreign to our ideals and principles must be abolished—abolished among native Americans as well as among naturalized citizens. Foreigners and immigrants seek the shelter of our shores, partake of our bounty—yet they speak their own language, are clannish and are non-appreciative of our institutions and our ideals.

Another ideal of the Legion is to inculcate a sense of individual responsibility and obligation. The voting polls and the number of slackers during the war betray another American weakness. The number of people who supposedly loved democracy and liberty and

yet were seeking protection from war service under numerous pretenses is surprising. This clearly shows us that individual responsibility as well as other things is to be found wanting. The "American Legion Weekly" declares that the "native born slacker has a niche in the Hall of Shame". It is the opinion of Legion members that "parlor Americans" are as deadly as the "parlor Bolsheviki" and they propose to see all of these persons properly punished and the avoidance of such individual actions in the future.

Many people see in the Legion a hope for the solution of the labor problems because the constitution Preamble states: "to combat the autocracy of both the classes and masses; to make right the master of might". This purpose of the Legion has no direct application to the labor problems except the broad principles of no autocracy of either classes or masses. Just what stand the Legion will take on the labor question is not known, but we do know that it will approve of justice for each side and giving each a square deal.

The preservation of the memories and associations of the world war is one more thing the Legion fosters. These memories and friendships will be preserved and kept by the frequent meetings. Memorials of suitable character will be erected to those dead at a fitting time.

Perhaps the Legion will do more satisfactory work while fulfilling its purposes to the veterans of the war, than in any other field of work. Realizing the duty of the nation to its returned soldiers and comprehending their difficulties and problems, the Legion is striving to do everything possible for returned soldiers. Many have come home crippled, disabled for life and without a home or friends. Positions have been hard to secure and the men are not fitted to fill those places they have filled in the past because of wounds, etc. The Vocational Bureau has not been able to secure sufficient training and the Legion members are striving to see that all who are wounded secure proper hospital attention. Secure positions for those capable of work; aid in training those who must secure a new life work; and tell those who are ignorant of the fact that there is assistance to be lent them and where they may secure this aid. Soldiers are not the only ones who secure this much needed aid but

widows, sisters and wives of men who paid the supreme sacrifice.

But this next phase is where people are skeptical. The Legion firmly declares itself non-partisan and non-political. Business men, historians, disinterested people—some in every class are dubious of the strength of the Legion in keeping out of politics when it proposes to do so much. This doubt is partly caused, no doubt, by the comparison of the Legion and the Grand Army of the Republic. To some people the ultimate end of the American Legion is a repetition of the end of the Grand Army of the Republic. But this idea is not quite just, for the G. A. R. declared its political purposes and also: "The establishment and defense of late soldiers of the United States, morally, socially, and politically, with a view to inculcate a proper appreciation of their services to the country, and to a recognition of such services by the people". During and after 1866 when party feeling ran so high, the Grand Army wasn't much more than "political soldiers clubs" organized over the North and South. In 1866 Grant owed his presidency partly to the Grand Army. From that time partisan discussions and questions were omitted. Another big difference between the organizations is the fact that the Grand Army was a sectional organization; not so with the American Legion for here Alabama, Mississippi, Maine, and Oregon rub elbows.

The Vocational Bureau, Vocational Laws, and War Insurance have given much enlightenment and these things may aid in keeping politics away from this vast organization. Do not think that the members are individually excluded from politics; only as an organization is the Legion deaf and dumb concerning politics.

To prevent temptation no person running for any paying public office may hold any office in the Legion and no such member is boosted by the Legion. Warnings have been given by General Pershing concerning this and the *American Legion Weekly* repeatedly instills this purpose by warnings and various articles.

Among the people who predict the destruction of the Legion because of politics are those people who are in fear of losing their own positions. The Legion men are leaders,

strong virile men, fighters, and efficient. Should not officials have all of these qualities?

This doubt of their strength is not to be found in the minds of any of the members. Perhaps they feel as if they will some day be able to aptly quote the following:

"Somebody said it couldn't be done,
But he, with a chuckle, replied,
That maybe it couldn't, but he would be one
Who wouldn't say so till he tried.
So he buckled right in with a trace of a grin
On his face. If he worried, he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed, "Oh, you'll never do that;
At least no one ever has done it."
But he took off his coat and he took off his hat,
And the first thing we know he'd begun it;
With a lift of his chin and a bit of a grin,
Without any doubting or quit it,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done;
There are thousands to prophesy failure;
There are thousands to paint you, one by one,
The dangers that wait to assail you;
But just buckle in with a bit of a grin,
Then take off your coat and go to it.
Just start to sing as you tackle the thing
That cannot be done, and you'll do it.

The first test of the American Legion has come. In the National Convention is Minneapolis, November, 1919 the "unselfish, patriotic decisions proved the Legion true to its ideals."

The work of the first convention since the one of St. Louis may be divided into four big heads:

First—Americanization. In order to promote the campaign and benefit America they decided first, to create a National Americanization Committee whose duty it would be to spread literature of desirable character and conduct a patriotic campaign.

The second step regarding this campaign was in regard to slackers and aliens. The deportation of Victor L. Berger was advised and deportation of all of his kind. It was furthermore thought advisable that all aliens be deported who had secured their first papers and later renounced their intentions of becoming citizens and that these persons never be allowed citizenship here. It was deemed advisable that Congress enact laws requiring a knowledge of the

American language by all residents and that a course in citizenship be provided.

No doubt the resolutions about the slackers are the most rigid and uncompromising. This present attitude does not bid fair for much inefficiency or foul play in the future. All draft dodgers should be kept in prison until the end of their term and then deported, so the Legion thinks. To take this even farther they suggested that Congress investigate the release of conscientious objectors and direct the recall of their honorable discharges. These objectors should be punished and deported, if aliens. Individuals have even been condemned by Legion members. Dempsey, the famed boxer of America, has incurred the scorn and anger of the relentless Legion. He protests his innocence but men who have served see no reason why a person so well fitted as Dempsey is should have protected his country from a munition factory.

Then second, the convention spent hours discussing beneficial legislation. Everyone realizes the duty the government owes the ex-service men, yet the Legion does not approve of a cash bonus. It favors loans from the government to individuals; reclamation of unproductive lands by the government for settlement by ex-service men; and fifty dollars a month to disabled men after they are dismissed from hospitals until they secure compensation under the War Risk Insurance Bureau. Additional care and money was urged for tubercular men.

And third—the military policy. The Legion convention approved of universal military training but not universal military service. Also that units be equipped, etc., before rather than after commencement of hostilities. It deemed it advisable to have the air service a separate department under the control of a member of the cabinet.

The last group of discussions includes the election of the new commander; Indianapolis as National Headquarters of the Legion and the next meeting place in Cleveland, Ohio, September 27. And lastly, the indorsement of the "American Legion Weekly," whose subscription price is included in the national dues.

Such is the work of the Legion in the past. More things of seemingly less significance may be added, such as: providing groceries for ex-service men; establishing

night schools, and distributing medals awarded by France.

The future history of the United States will be greatly influenced by the American Legion. At this, the time of its beginning, we often hear people say "why the very 'bigness' of the thing will make it influential and attractive regardless of its purposes." "Bigness" does express the Legion. Not merely bigness of size but of purpose, character and influence. As the Legion grows stronger we will see it in every part of our national life, correcting, improving and strengthening. It must play a big part in our future military life. Our lesson of unpreparedness was taught during the past war. More ideal Americans will be a result of their 100% slogan. Then too, aliens will have a better opportunity to become real citizens through education and the courses in citizenship advocated by the Legion. To the coming generation this last is far from least. The youth of America will be furnished with a better ideal after which to model himself and to have as his standard. The work of the Legion has just begun; these things and more will come to the Legion in years to come.

EDNA SCRIBNER

THINKING IN SOCIAL TERMS

The teacher must know the community. She must be trained to see it as a whole, to analyze its educational needs, and to relate the program of the schools to its demands. If she is allowed to teach before she has acquired the power to think of education in social terms she must remain a mere follower of prescription, incapable of participating in the formulation of education policy or the making of courses of study. We are suffering from educational autocracy now, largely because teachers are incapable of educational democracy.—Henry W. Holmes, in *School and Society*.

We are now turning into our population more than 10 times as many graduates from public schools as we did in 1890.

III

RHYME WRITING

AN EXPERIMENT FOR THE ELEMENTARY GRADES

Children have an instinctive love for rhymes and jingles of all kinds. Their natures respond whole-heartedly to the rhymes of poetry and music. The day they first hear the *Pat-a-cake* jingle their interest is awakened and the *Mother Goose* rhymes are always a source of pleasure to them.

So far does their interest go that they become the writers of original rhymes. To many of us such a thing would be almost an impossibility, but children welcome the opportunity; for it is but another means of giving expression to their artistic ability.

With our fourth grade some very definite work has been done along this line. First, the birds and spring flowers were studied. Poems about these were read to the class, in order to give the children an appreciation for the beautiful and a standard for good poetry.

Excursions were made for the purpose of observing the different birds and flowers. When their observations resulted in the finding of good descriptive words the children wrote them on their pads and it was very interesting to notice the desire on the part of each child to have the best list of words. When the children returned to the school-room these lists were read and discussed.

The children were taught a few simple principles of rhyme-making, rhyming of words, and the numbers of syllables to a line. All this was in preparation for the actual writing of original rhymes.

The first class product was worked out in the following way:

The children decided that they wished to write a rhyme about a robin. First, a list of the best bird words chosen from their lists previously made, was put on the board. Those that were especially suitable words were underscored. Then all the children were asked to decide how many stanzas they wished to write and how many lines to put in each and the ideas they wished to express. This being decided, they were then ready for the actual writing of their rhymes.

The class then thought quietly about their first line. Many lines were repeated aloud in the class until one which seemed best to the majority of the class was accepted. This was written on the board by the teacher and the children counted the syllables. Then the next line was written in the same way; and so on through the entire rhyme. Often a line that did not satisfy the class was written on the board for want of a better one, but later the children would come back to it and change it to suit them. Often in getting the right number of syllables the children would change a word of too many syllables for a shorter one or vice versa. Sometimes the sequence of the different lines was changed also. The rhymes were read aloud and, if not satisfactory, the class would suggest changes. I found that the teacher had really very little need to offer suggestions, for the children knew when their rhymes were good and when they needed to be changed.

The following is the first class product that was the result of a lesson carried on in the above manner:

ROBIN RED BREAST

Robin, robin red-breast, singing in a tree,
What happy playmates you and I will be!
Have you come to tell us glad spring is here,
And to bring to all happiness and cheer?

Robin, robin red-breast, in your nest I peep;
There I see your dear little birdies three
Swinging and swaying in the old oak tree.
Your joyful secret was not kept from me.

Many individual rhymes were written by the class with, of course, varied results; but there was ever present a lively interest.

In connection with the study of the apple industry the class wrote a rhyme about the apple tree. It was written as the other class rhymes were written. The class decided to have the first stanza describe the appearance of the tree and the second to tell the pleasures the tree affords them. This decision gives continuity to each stanza and makes a nucleus around which to group their thoughts. The rhyme is as follows:

THE APPLE TREE

The apple tree stands in my orchard,
It is gnarled and twisted and old,
A sweet fragrance steals in at the door,
As the blossoms quietly unfold.

Happy little children love to swing
Under the shady apple tree,
And to hear the robin's cheerful song
As he swings and sways merrily.

The rhyme "Maytime" is but another result of the eagerness of the children to express their love for nature.

MAY-TIME

'Tis now the month of May!
Hear the birds merrily sing.
Everywhere are fragrant blossoms
For the whole world is awakening.

Frollicking children are playing
In the meadows far away,
Picking violets here and there
For 'tis the merry month of May.

The masterpiece of the class poems is one written about the Massanutten Peak. First the children were taken to the Normal School hill and to the top of Franklin Street, where they could see the peak plainly. They observed it and as on other occasions wrote in their pads words describing it. Parts of Wordsworth's description of his trip through the Alps were read to them, as were also descriptions of Fuji-Yama and other noted peaks. After a preparation of a few days, in which the children wrote on their pads whatever they thought of as being of possible use to them, they were ready to write their poems. They decided to have a poem of two stanzas of four lines each, having the first stanza describe the Peak and the second tell what the Peak reminds them of. A list of words and phrases was put on the board and the following is the result:

MASSANUTTEN PEAK

Beautiful Massanutten Peak!
You are blue as the summer sky,
Standing there in the distance
With your tower so very high.

Beautiful Massanetten Peak!
You are the king of our country side
With your armor of shaggy rocks,
We look to you as our Valley Guide.

The first stanza of this poem was quickly written, but the second and third lines of the second brought forth some very clear thinking on the part of the class, in which the power to criticize and judge their own work was exercised. These lines were first written:

"You are the guard of our country side
With your shaggy armor of rocks."

Then some child suggested that they use the word 'King' instead of 'Guard'. This change being made, another child suggested that 'robe' be used instead of 'armor' and that they say 'robe of shaggy rocks' rather than 'shaggy robe of rocks'.

The benefit derived from this form of work was well worth the time spent on it. The children developed a sense for the fitness of words and enlarged their vocabularies, to say nothing of the real pleasure which both the boys and the girls derived from these exercises. I have since seen boys who formerly were accustomed to scorn the reading of poetry voluntarily read it and appreciate it.

MARY V. YANCEY

IV

A TEACHER'S TRAVELS

SKETCH No. 4

The hotels of New Orleans rank with the finest in the country. Some of the larger ones are the St. Charles, the Grunewald, and the Monteleone. The lobby of the Monteleone is very beautiful. It reminded me of the Southern Hotel in Baltimore and of the Tutwiler in Birmingham. But I have not yet seen anywhere a hotel lobby as beautiful, to my notion, as that of the Jefferson Hotel in Richmond.

From New Orleans to Mobile was about five hours by rail. The stage from Mobile to Pensacola I had intended to make by boat, but the bureau of information at the Mobile station informed me that no passenger boats were running between Mobile and Pensacola. While waiting for the next train I inspected the monument to Admiral Semmes, found certain other memorials to Civil War heroes, and got a glimpse or two of the harbor—a busy place, full of big and little ships of various kinds.

The three o'clock train went first north, then east, then south, and finally came at dusk down the Escambia River to Pensacola. A boy in khaki, on his way home, helped me to find a hotel. The next morning, at 6:15, I boarded a Louisville and Nashville train, pushed out upon the causeway through Es-

cambia Bay, almost losing sight of land amid the sparkling waters, and soon was chasing turpentine camps through the pine woods of western Florida. Three large rivers that I crossed were the Chocktawhatchee, Chattahoochee, and the Ocklocknee. And, at about 3:30 in the afternoon, an hour behind the schedule, the train pulled up into Tallahassee. The South is musical with Indian names.

I say, "pulled up," for so it did. Tallahassee is a beautiful little city perched on and among the hills. From Vicksburg to Tallahassee I hardly saw a hill worth mentioning. Those at the latter place are not high nor abrupt, but they are obvious enough. The town is entwined with pines, pecan trees of all sizes, and with live-oaks large and small. A few of the live-oaks are quite as large and handsome as the famous ones in New Orleans. The pines on the campus of the State College for Women remind me of those on the hills around Randolph-Macon College for Women at Lynchburg.

One of the most attractive schools I visited in many states was this one at Tallahassee. President Conradi, Manager Kellum, and others made me welcome. The spirit of Professor Heatwole was still lingering. The six hundred and forty students were just winding up their celebration of the National Week of Song. They did it in the big dining room that evening. The song leader was a diamond eyed Spanish girl from southern Florida, named Rosalie Gonzales. At the proper pauses in the supper she would hop up on a table in the center of the room, wave her magic wand, and the song would begin. One that I remember specially was "Carry Me Back to Old Virginy." That one, I had a suspicion, was intended to convey a particular message to a visitor present.

Everywhere in the South I saw mules and pine shanties. Many of the latter were empty. Some had been occupied by miners of other days, as in northern Alabama; others had been the temporary domiciles at turpentine camps, as in northern Florida. Most of the mule-drivers were negroes. Now and then a log-wagon was drawn by oxen. As many as eight were sometimes hitched to one wagon. As a rule, the wagons had long, strong tongues, and only two wheels. The front ends of two or three logs were jacked

up and chained underneath the axle; then the team started, allowing the rear ends of the logs to drag the ground. The wagon wheels are very high and strong, much like those used in the carts of South America. The latter are made so high, I am told, in order to straddle the ant hills. Those in Florida, I suppose, are made high in order to pass safely over the stumps.

One thing I did not see anywhere in the South was a gasoline tractor pulling a plow or a harrow. But at many places, especially in Louisiana, I saw groups of people working in the fields with hoes. It will not be long, however, I imagine, till hand plows replace the hoes and tractors replace the mules. For the land nearly everywhere is level and much of it is already smooth—the very sort of land for easy work with plows and tractors.

At Tallahassee I was much interested in the monuments that adorn the grounds around the old State Capitol. They tell of heroism in the Indian wars and in the Civil war. One records many great battles in which Florida men participated, some of those battles being sadly familiar in Virginia and adjacent states. A rather remarkable fact in connection, and one to be regretted, is that two of the names, and two of the most famous, Sharpsburg and Gettysburg, are misspelled. Bad spelling in a newspaper (or in the *Virginia Teacher*) is bad enough; but on a monument it is just too bad.

In Tallahassee I heard of a negro named George Washington. I was entertained at the Hotel Leon. An hour or two after leaving I passed near Monticello; and in the evening, shortly after dark, I crossed the Suwanee River. It is hard to get away from history—or poetry.

After a chilly night in Lake City (February 29—March 1) and a halting forenoon on the train, I landed at Palatka, on the west shore of the St. Johns River. For more than three hundred miles I had been traveling through Florida, from west to east. The reach of this great state is something tremendous.

Palatka is one of the best towns I have seen anywhere. It borders the great river, which is nearly a mile wide at this point; and it sends out its paved streets for miles into the surrounding country. The streets, parks, and lawns are beautiful with palms and flow-

ers. The live-oaks hold up their green branches sturdily and gracefully under the festoons of gray moss that can be adequately measured only in miles. From the streets and country highways one can see oranges growing in nearly every field and back yard; and the white sand mixed with the black soil offers a continual challenge to every boy or girl with a spade or a bare foot. I walked across the mile-long bridge at Palatka and pulled some moss and oranges with my own hands. Then, as I came back, I was almost inclined to become a fisherman when I saw wriggling shad filling bushel baskets and barrels.

The nearly thirty miles from Palatka to St. Augustine I made one morning in an auto, passing through the famous potato district around Hastings and Spuds. And at St. Augustine I wanted to stay a week. My few hours were entirely too short. For here, let us remember, is the real "Fountain of Youth"; and here is the site of the first permanent settlement by white people within the present limits of the United States. I saw the quaint old house on the old narrow street and walked on the sea wall up to the point opposite the famous Spanish Gate; but the most wonderful thing, as well as the biggest thing that I saw, was the old Spanish fort.

Thirty or forty feet high, its massive walls rise hard by the water side. Long they bade defiance to hostile ships. Now they seem to challenge only time, for their guns have been dismantled and are scattered here and there as rusting relics. Over the wide flat acres the old gray giant flings his utmost length, all parts fashioned with exceeding grace though with so much weight and strength. Wide moat, draw-bridge gate, watch-towers, and sheltered battlements are all preserved and all keep grimly and silently the secrets of three hundred years. Down in the central court one enters the dim arched casements and dungeons, damp and foul with mold and darkness, and shudders as imagination conjures up the ghosts and skeletons of other years. A few of the more sanitary apartments are used as museums and as shops where beautiful souvenirs are sold to visitors. The place is really worth a trip of a thousand miles to students of history, and many of the pilgrims I saw there had come much far-

ther. On the register I saw freshly written the name of someone from France; of one or two persons from India; and of many persons from almost every state in the Union. Among the rest were a couple from Richmond, Va.

Something about the old fort seemed to fascinate me, and I could not leave without climbing up into the towers at the corner nearest the sea. Thence I climbed out upon the thick wall. While I was walking along upon the wall an airplane came whirring along above, and soon it was followed by another. Thus the busy messengers of the present came pushing into the reveries of the past; and thus the world doth wag.

St. Augustine seems to be built for tourists and also seems to thrive upon them. I never saw so many hotels, so many places to buy souvenirs, or so many places to get something to eat on the same area of the earth's surface. A thing that surprised me was that the souvenirs and the dinners were sold at reasonable prices—so far as I investigated. To be sure, I did not get dinner at any of the big hotels. In the architecture an effort is evidently made to follow Moorish and Spanish models. The bricks and other building materials most preferred are of a buff, an amber, or a well seasoned meerschaum color. Many of the names of the hotels make one dream of a castle in Spain. The Ponce de Leon, the Cordoba, and the Alcazar are all near together. Fountains, palm gardens, and spacious courts open to the sky are characteristic features. In some respects the Ponce de Leon reminded me of the Jefferson at Richmond. It is very beautiful and very elaborate, but for real artistic grace it cannot, I think, quite equal the Jefferson. It is hard to compare the two, of course, since the Ponce de Leon is built for a land of summer, while the Jefferson's chief charms are perhaps best suited to indoor life, and winter.

On the public square I found several interesting monuments, a comfortable stand for the musicians, and a crowd of loafers at the main fountain watching the alligators. I tried to guess at the Spanish inscription on the central monument, but got only so far as to understand that it has reference to the "constitution" and that it was created more than a hundred years ago. I think it must have some connection with the revolutions that were then sweeping through the

Spanish colonies in America, but this point I had to leave undetermined.

Personally, my most memorable experience in St. Augustine, though far from the most pleasant one in its earlier stages, was due to the fact that my money gave out—and nobody there knew me from Adam. The matter had been worrying me for a day or two. I had expected to get some money at Palatka, but was disappointed. I had to leave Palatka knowing that I did not have enough to carry me to Savannah, my next point of hope. What should I do? Should I blaze ahead, ride as far as I could, then stop and work a few hours as a carpenter or as an office boy? or should I check my bags with my few remaining shekels and then take my chances swallowing cinders under a freight car?

This is what I finally did. I bearded the lion in his den. I walked into the First National Bank of St. Augustine and got a check cashed for fifteen dollars. I did really, and nobody there had ever seen me before. You may be certain that I remember the name of the assistant cashier of that bank, who was in charge at the time I made my appeal. He treated me like a gentleman and I am ready to classify him as one. Do not imagine now that he is an easy mark for sharks—he is not; but he was kind enough to satisfy himself that my check was good and then he cashed it for me. He could easily have refused, but he didn't. He is a typical of the better class of business men that one may now expect to meet in the bigger and better institutions over the country. Courtesy and a willingness to accommodate people are now recognized as valuable business assets.

JOHN W. WAYLAND

One can only feel amazement that we have been so tardy in coming to a realization of the scant consideration given by the teachers in the American public schools and we have been remiss in understanding the limitless possibilities of our public school work.—WARREN G. HARDING, Republican candidate for President.

For purely secondary school work, 81,034 instructors are employed. Only 34 per cent of the teachers are men.

V

A STUDY IN MEREDITH'S PSYCHOLOGY OF PERSONALITY

Based in the Main on "The Ordeal of Richard Feverel" With Some Supporting Observations From "The Egoist."

"In tragic life, God wot,
No villain need be! Passions spin the plot:
We are betrayed by what is false within."
—*Modern Love.*

Meredith's refusal to be classified as an artist has rather tantalized the critics and much of this interest has centered around *The Ordeal of Richard Feverel*. Some have felt that *Tristram Shandy* fathered the book; others have asserted that he owes most to Fielding, that *Feverel* is a sort of modernized *Tom Jones*. But with a giant like Meredith, "sensitive not to individual writers, but to that imponderable yet potent thing, the time-tendency in literature", the general trend of the period in which he lived is apt to prove most significant. The central theme of the book, that "a human being must have reasonable liberty of action for self-development" is pure Froebelianism, and leads us to think that probably he came into direct contact with this thought while at school in Germany. Not necessarily, however, because for almost a quarter-century Dickens had been trumpeting forth this doctrine from Gadshill, and only the year before the publication of *Feverel*, in 1858, Spencer had stirred Britain by his classic article on natural reactions in education. So hardy a thinker as Meredith could scarcely escape participation in some phase of the scientific movement. But interesting as this speculation is, it fails to get us anywhere. For could we not make out an equally good case proving him a follower of Freud, if that date of publication, 1859, were not there, suggesting that he is more of a predecessor? And does the baronet's discourse on "the blossoming season" not sound so striking Clarkian that we might easily be tempted to accuse him of plagiarizing from Stanley Hall? Perhaps it is the other way round. Who knows? Be all this as it may, we have here a book so essentially modern in its theory that it might well be the product of the current year.

The plot depends upon the working out of the SYSTEM of education Sir Austin Feverel has for his son, Richard. His aim is three-fold: purity through innocence is to be secured, Richard is not to know the world of his time, but to be brought up in a scientifically idealized one at Raynham; second, the natural instincts are not to be sublimated, not to be regulated through spiritual control, but to be ignored or eliminated by the baronet's superior will, and as a natural consequence of the two, the boy is to grow up with the print of his father's personality stamped upon him. "Now, I require not only that my son should obey; I would have him guiltless of the impulse to gainsay my wishes—feeling me in him stronger than his undeveloped nature."

At the very outset Sir Austin violates Meredith's principle of a delicate reserve of one's finer self in his relations with the poet; he gives a bit too unrestrainedly of himself and of his lovely wife. This prepares the way for the elopement, the curtain raiser for the tragedy. The man suffers intensely, but his pride, his tendency to a diseased egoism dominates and he masks his feelings so completely that he deceives his own sister! We cannot turn such a surge of emotion inward without serious harm to ourselves and instinctively—what an insult to a Scientific-Humanist—Sir Austin feels this. So he seeks an outlet in the future life of his infant son; too much of a coward to face life squarely in its grief as well as its joy, he will henceforth express his own personality vicariously through that of the child. Thus begins the SYSTEM.

The first test of this SYSTEM is in a series of episodes centering around a poaching incident, involving young Ricky and his friend, Ripton Thomson. Angered by the cruelty of Farmer Blaize—he has used a horse-whip—the boys plot revenge. Coming opportunely upon a discharged, disgruntled farm hand they bribe him into burning the farmer's rick. Tom, the tool, is caught, and young Ricky is confronted with his first big moral problem. The baronet drives us to desperation; he makes no effort to gain the boy's confidence but plots to get him out of trouble, acting in lieu of PROVIDENCE. But fate takes a hand in the person of Cousin Austin, who has no SYSTEM, but is a man. Without many words he holds the mirror up to the "hope of Rayn-

ham" and the lad, lovable, tho domineering as "young princes" are apt to be, but straight, clean and with the latent power of social perspective, meets the situation magnificently. The baronet sees in this a complete vindication of the SYSTEM, altho the victory had been in spite of it, and attacks the problem with renewed zest.

As the years go by Lady Feverel comes to see that the laws of nature are all powerful—she wants her child. She dares not seek him openly, so she steals into the Abbey at night for a glimpse of its heir. Failing utterly she writes a letter of renunciation to the man who had once loved her so deeply, to the man who is even yet grieving over her. Does he take her back or give her an opportunity of seeing her child? No, and not because he cannot forgive her, but because Richard must be saved from all knowledge of life. For it is innocence our baronet would develop in his son, the purity and fragrance of the shielded flower, not the clean strength of the oak. This incident gives us the key to the intricate workings of the SYSTEM during the whole of the adolescent period. Richard is in the "Spiritual Seed-Time" and the world he knows must be romantically transfigured. "But one thing he will owe to me; that at one period of life he knew paradise and could read God's handwriting on the earth." His imagination is overdeveloped, we find him weeping over a bust of Chatham, and the natural outlet for this adolescent emotion, the writing of poetry, is prohibited. Has not the baronet had a mortal thrust at his pride by a poet! School is not for him, all kinds of corruption might result. So he grew up somewhat a prig, "deficient in those cosmopolite habits and feelings which enable men and boys to hold together without caring much for each other." He is strong physically, brave, manly, with high ideals and ambitions. So far the baronet feels satisfaction with his experiment on this noble boy. But he realizes fully that the mating season is the crucial test. Did he not have Clare leave the Abbey to prevent Richard's normal love for his play-fellow developing into a deeper feeling? He is still sure that playing PROVIDENCE is the solution of this vital problem, and having decided that Richard should marry at twenty-five he

goes out when the boy is eighteen to search for this perfect woman-child. True, he is somewhat despairing of results. He need not have worried: Richard will attend to that unaided.

In the handling of the love between Richard and Lucy, Meredith is at his best. He is poet in his setting and the sympathetic handling of nature, he is master of the pen in the clearness of style, and he is a philosopher of the highest type in his conception of love. Never once does the "hope of Raynham" consider Lucy's kinship to his old enemy, Farmer Blaize. It is a deeply spiritual experience to him, one that "wafted him into the knightly ages and the reverential heart of chivalry." But alas! Having prepared his heir to live in the Garden of Eden, Sir Austin is not content to let him do so. So by subterfuge and plot the two are separated. Richard struggles until the very depth of his feeling reacts upon him and he is numb. He thinks that he no longer cares, but the spring, and accidental discovery that the boorish Tom Blaize is about to marry Lucy, electrify him. Without thought of condescension, except upon her part, the heir of Raynham, the future baronet, marries the "Papist dairy maid"; Prince Ferdinand carries Miranda off to an island, out of reach of her Caliban.

It is not in Sir Austin to blame himself—nor the SYSTEM which is the child of his brain—so he considers Richard's conduct treachery to him and an insult to his pride. Gentleman of high ideals that he is, he grants the boy an ample allowance, but Richard wants a word from his father. Adrian journeys to the Isle and leads Lucy to persuade Richard to go up to London to meet his father alone. A quixotic impulse to save Clare from the man her mother has decided she shall marry plays no small part in his decision to go. Once he is in London, the baronet retires to the mountains of Wales and busies himself writing aphorisms, determined that Richard shall be separated from his young bride, for a time at least. Had not the SYSTEM provided for a testing time, a trying out period in contact with the pitfalls of society? So a group of the baronet's satellites contrive to extend Richard's stay indefinitely. Lady Blandish sentimentalizes over the risks involved in not seeking the reconciliation, Adrian keeps Lucy urging him to stay at the expense of her better judg-

ment. Mrs. Doria warns him that unless the estrangement is ended his father will surely marry Lady Blandish. Adrian grows infinitely weary in his efforts to amuse the youth, and complains to Mrs. Doria that he sees in the unfortunate woman of the city only a cause for sorrow that a sister-woman to his Lucy should have been forced into such degradation. She tells him the story of his own mother and he sets about finding her. He does so, and takes her to Mrs. Berry, only to have her plead with him to wait in London. "Do not, oh, do not offend your father."

In this quixotic interest in the unfortunate woman seen first in his attempt to rescue Clare from her mother's proposed marriage and again in his attitude toward his own mother, we see the influence of his own holy, deeply spiritual love for Lucy. But alas, the effects of the SYSTEM are also apparent. Only one so ignorant of his world would have attacked this age-old social problem by attempting to reinstate an individual sufferer—Mrs. Mountfalcon, and only a grown-up "little prince", secure in his own vanity would have been so sure of success. So in his romantic interest in this woman comes his severest ordeal. Lord Mountfalcon, interested in Lucy, pays the beautiful enchantress to keep Richard in London. The ending is all too usual. Richard is untrue to his wife and to his better nature. But this Meredithian woman has a soul under all the muck and her love for Richard awakens it. She refuses to go away with him and he leaves London alone.

By now the baronet, ignorant of the disaster, is satisfied; he has had his "pound of flesh". A few hours after Richard leaves London he arrives, ready to take his son and his wife back to Raynham with him and write his book, magnanimously giving to the world the secrets of his wonderful success with his son and heir. Richard comes back just in time to go to Clare's funeral. There he learns from her diary of her constant love for him, and of the part his scorn of her marriage had played in bringing her to the place where life was no longer possible. He refuses to go to Lucy, his father will not receive her alone at Raynham, and after these years of reading the youth fails to get his confidence. So Richard goes abroad seeking peace and purification.

Lucy, sweet innocent, has not been the victim of a SYSTEM. She in her natural goodness—this is carried a bit too far for the reader's credulity—never suspects Mountfalcon of anything but the loftiest motives in befriending the lonely little bride and puts him to reading history to her so that the future heir to Raynham will be a great statesman. Mountfalcon is restless under the spell of an emotion strange to him—selfless love for a woman—and holds back. Just then Berry, God bless Berry, comes for her and the crisis is avoided. The baronet grieves over the absence of his son, and reaches the stage, being told by all his courtiers how charming she is, where he is actually sympathetic toward the little wife—but not to the point of bringing her to Raynham, not even when he is a grandfather.

And meanwhile Richard is abroad seeking reformation and building aircastles of his future career in social reform. The man he gave promise of being at the time of the burning of the rick would have thought less of his social reformation and more of the faithful little bride, waiting for him, in his "land of the west". But "We are betrayed by what is false within" and the fabric of egoism and pride built up through all the days of his youth must have its way. He stayed abroad until Austin Wentworth returning to England, brought Lucy to Raynham, and sought Richard out on the continent. All through a night of terrific storm Richard battles with his sense of sin, and the surging instinct of fatherhood. Just as day breaks he has an illusion of smelling meadow—sweet—he had first seen Lucy in a bed of it—and yielding to the joy of the memory for an instant, his soul finds peace.

All is joy at Raynham. Berry almost smiles upon her faithless spouse, Mrs. Doria who has come to love Lucy as her own feels a share in the general gladness, and the baronet! What man in all England has a better right to rejoice, nay to exult? He is so magnanimous in his joy that he even admits that instinct has beaten science. No carefully planned selection of a wife for Richard could have given a woman Lucy's equal. But once a SYSTEM is set to work, not even its author can undo its far-reaching consequences. At least not in this Meredithian

tragedy! Richard comes to London only to find a letter, months old, from the enchantress telling him of the plot to keep him away from his wife, and urging him to return to her. But the fiery youth, altho sobered by suffering has not overcome his egoism and false pride. Before he can go to Lucy he must needs seek out Mountfalcon. So when he does get to Raynham late at night it is only for an hour, to tell his father the truth, and to crave Lucy's forgiveness. He tears himself away from her and goes to fight the duel with Mountfalcon. He is slightly wounded and the family go to him. For some unaccountable reason Lucy is not allowed to nurse him, nor to see him; the strain is too great, and she breaks under it. Richard recovers in body but not in soul. The baronet is left with a wounded son, a grandson, and a SYSTEM. God forbid his trying it on the sweet Lucy's child.

The sub-plot, the story of Clare and Richard, or rather of Clare and her mother, reinforces the central theme. Mrs. Forey planned Clare's life and brought her up, an obedient child, passive in character. She set the stage for a match with Richard, and alas, Clare loved him truly. Her mother did not sense this, she thought her frailty was due to lack of iron and carried her from one chalybeate spring to another. "It is difficult for those who think very earnestly for their children to know when their children are thinking on their own account." So the mother marries her to a man old enough to be her father; in fact he had aspired to that honor for years. Clare does not resist, but Richard's vehement disapproval adds to her general grief, and life is too much for her. She dies. "Here, I think yonder thrush upon the lawn who has just kicked the last of her lank offspring out of the nest to go shift for itself, much the kinder of the two."

Coming late when Meredith was at the height of his mature powers, *The Egoist* is a more powerful book than *Feverel*. Yet we see much likeness. Sir Willoughby is the classic example of a diseased egoism, and is in many ways a composite of Richard and his father. More than once is there a suggestion that the unnatural bringing up is responsible. He was a "little prince" surrounded by a group of adoring adults, and was

not sent to school. He too is a prig, quixotic, visionary, egocentric, with the baronet's lack of self-criticism. And just as Lady Blandish passes from the stage of blind worship to one where she can write "Oh, how sick I am of theories and SYSTEMS, and the pretensions of men," just so do the successive women in Willoughby's life, Constantia, Clara Middleton, even Letty Dale, come to find him out. In fact the central theme of the two books is strikingly similar, for as Sir Austin wished to and did violate the privacy of Richard's soul, in like manner would Sir Willoughby impress his own personality upon the lovely Clara.

Clara is unlike Lucy; she is a typical Meredithian heroine. In fact there is little likeness in the women in the two books unless Letitia be a grown-up, developed Lucy. Clara is wonderfully drawn, even if she does talk more like a philosopher than an eighteen year old girl. Vernon Whitford is a worthy successor to Austin Wentworth in his objective outlook on life, and his quiet efficiency. And in some ways, Horace is akin to our wise youth, Adrian.

Here the portrayal is less tragic, the world is not quite sure who did the jilting, but the lesson is none the less prominent; each soul needs two things in order to develop, freedom for its own growth, and regard for the same freedom in others.

But what effect does this burden of a thesis have on *Feverel* as a work of art? First, is there a sufficient story to tell? Our answer is yes, for altho the plot is somewhat overstrained we do not lose our interest. Second, how is it told? In some ways the technique is superb; the episodic treatment gives dramatic force—scene after scene etches itself upon our memory—but this is not gained at the sacrifice of organic treatment of close-knit material. In truth it is this fact of the SYSTEM's advancing like a steam-roller, crushing everything under it, that sometimes exasperates us. Even the wayside talk of Tom Blakewell and the tinker is an artistically inherent part of the story; every incident, every comment, points forward to the ultimate tragedy. Never for a minute are we allowed to settle down, comfortable in the belief that a "married and lived happy ever afterwards" end awaits us.

And character delineation? A book

would be needed to give the subject justice. These men and women live, they are our friends and our enemies, for evermore. Look first at the women. Lucy is probably more like a Dickens heroine than a Meredith one, but she is an improvement over the work of the "mighty Charles." She is winsomely attractive, a splendid picture in its consistency. Mrs. Forey is dynamic, powerful in her soul's awakening under fire. Mrs. Blandish is a sentimental lady done to the queen's taste. And Mrs. Berry! Dear "old-black-satin-bunch!" One sympathizes with Richard Le Gallienne in his confession that he has done shabby justice to "the great Berry". But how could he? Are not words necessary for such a feat, and she is confessedly not in the "dixionary". Richard and his father are the outstanding men. Both are egoists, both fall through their pride, both are visionary, but Richard is far the more lovable of the two. The scenes with Lucy, the rick affair, and the night walk in the forest, convince us that given half a chance he would have been a humanist. Adrian is the classic cynic, and an inimitable one. Austin Wentworth's quiet strength is necessary as a foil for the Feverels. His lower class men are a veritable bit of old England preserved for us in the fluid of genius. And his boys. They are Penrod, Tom Sawyer and our beloved Huck, all in one, and therefore immortal.

There is a tonal atmosphere to the entire book. Certain chapters are masterpieces for all time to come, and have won the warmest praise from such critics as Stevenson. The book varies in its style; in the main it is limpid clear, but there are passages typical in obscurity. One thing is constant, the delicate humor. This alone makes it worth reading more than once. It abounds in wayside chatting, but the "Pilgrim's Scrip" is so clever that one generally forgives the insertion of its wisdom.

Altho we have here a tragedy, dealing with realistic material, we cannot safely say that its author is a realist in writing in. Le Gallienne wisely says that he is a "realist after the manner of the poets," and that he is as optimistic as Browning. Yet like his friend Thomson we find it hard to forgive him the "cruel, cruel ending" and wonder if it was artistically necessary. Aside from

the shadow of the cypress tree nothing had forecast it. But on the whole the book is a true picture of life as it too often is. For what field more abounds in tragedy than the futile attempts we make in aiding the developing personality of our children.

KATHERINE M. ANTHONY

VI

PROPOSED CONSTITUTION OF THE VIRGINIA KINDERGARTEN—PRI- MARY ASSOCIATION

ARTICLE I.

- A. This organization shall be known as the Virginia Kindergarten-Primary Association.
- B. This organization accepts the constitution of the State Teachers' Association for its guidance.

ARTICLE II.

The purpose of the organization shall be to promote a closer study of the needs of young children.

ARTICLE III.

Membership shall be open to teachers, supervisors, principals, superintendents, and all persons concerned with the educational problems of young children.

ARTICLE IV.

The officers of the Association shall be president, two vice-presidents (one a kindergarten and the other a primary teacher or supervisor), a corresponding secretary, and a recording secretary and treasurer, and shall be elected for a term of two years.

ARTICLE V.

Annual meetings shall be held in connection with the Virginia Educational Conference in November of each year. Other meetings shall be by order of the Executive Committee.

ARTICLE VI.

This constitution may be amended by a two-thirds vote of the membership, provid-

ed a notice of the proposed amendment be served three months before the meeting at which the vote is to be taken.

BY-LAWS

ARTICLE I.

Nominations and Elections.

SECTION 1. The Executive Committee shall appoint a nominating committee in June of each year whose duty it shall be to present a nominating list of officers at the annual meeting. Nominations may also be made from the floor.

SECTION 2. The elections shall be by ballot.

ARTICLE II.

Committees.

SECTION 1. The Executive Committee shall consist of the officers of the Association, the president of the Virginia State Teachers' Association, and the State Superintendent of Public Instruction.

This committee shall be concerned with the policies of work for the Association and shall have the power to act for the Association in emergencies.

SECTION 2. Other committees may be authorized by the Executive Committee.

ARTICLE III.

Dues.

The annual dues for active members shall be twenty-five cents, in addition to the dues of twenty-five cents paid to the State Teachers' Association.

Contributing members shall be those who contribute additional funds annually to the support of the work of this association.

ARTICLE IV.

Duties of Officers.

SECTION 1. *President.* The president shall preside at all meetings, shall appoint standing committees, shall be an ex-officio member of all committees, and shall in all possible ways promote the growth and well-being of the Association. The president shall not be eligible for election for the following term.

SECTION 2 *Vice-President.* One vice-president shall be elected each year. In 1920, one vice-president shall serve a term of one

year; the other vice-president shall serve two years. This shall be determined by lot after the election. Thereafter, each vice-president shall serve a term of two years.

A vice-president shall preside in the absence of the president and assist the president in all duties pertaining to that office.

SECTION 3. *Secretary-Treasurer.* A secretary-treasurer shall be elected to be responsible for all the duties required by those offices. It shall be necessary to keep the minutes and records of the Association. As treasurer, it shall be necessary to handle the funds of the Association.

Committee

PAULINE B. WILLIAMSON
KATHERINE L. BULLOCK
RACHEL E. GREGG

VII

HOW REYNARD FOOLED BRUIN

A THIRD GRADE GROUP COMPOSITION

Louise Watkins Walker, Director

Our reader contained several interesting stories of how Reynard, the sly fox, fooled his forest neighbors, so the class decided they would like to make a new story about him. They discussed his characteristics and found him to be sly and tricky, tactful in flattering the other animals and making them think he was working for their benefit before he began to play a trick on them.

The first question to arise was what animals we must have in our story for him to trick, and the fact that forest animals can understand each other was introduced. So they decided it would be more interesting for Reynard to trick a clumsy animal and one with whom he was used to speaking. Finally the bear was chosen, and it was suggested that he be returning from a nearby farmer's house with a load of stolen chickens and that Reynard should fool him into giving them up. The children gathered the threads of the discussion and told the story as a whole. Then the teacher stood at the board and wrote the story as it was given by the pupils, each contributing a sentence. Afterwards the class dis-

cussed the order in which the sentences were written and rearranged them; weak places were pointed out and improvements made. Then the completed story was read to several other grades.

This work made an appeal to the children through their natural love of stories, and they enjoyed every bit of it, but a great deal of good was being derived. The group work encouraged co-operation; real thinking was done, for they recognized problems vital to the story for whose solution they were responsible; unconsciously the essentials of a good story were recognized, for each seemed to realize how naturally and smoothly a story must progress. Incidentally much good work in mechanics was brought out, for instance, the use of quotation marks. The story follows:

HOW REYNARD FOOLED BRUIN

Once upon a time there was a good farmer who lived near the edge of some woods. He had a lot of nice fat chickens. Night after night he had been missing some of his chickens from the hen house. And at last he set a trap near the edge of the woods to catch the thief.

A few days after that the fox was going through the woods and he saw a lump of cheese fastened to a steel bar. Sly Reynard knew that he had been stealing the farmer's chickens and guessed that the trap had been set for him.

A few nights later as the moon was shining very brightly the fox was going through the woods when he met Bruin returning from the farmer's chicken yard.

"Good evening, Uncle Bruin," said Reynard, "what is that you have there?"

"O, I've been to the hen house to get some fat chickens for my cubs," said the bear.

Then Reynard said, "I'm so full of cheese that I couldn't eat a bite more. If it were not for that we could have a big feast with cheese and chickens and invite your wife and cubs."

"Where can you get cheese?" said Bruin. "If you will show me where to find some cheese then I'll give you one of my chickens."

"I know a chicken is not worth a piece of cheese but I'll do it because I'm so tired of cheese," replied Reynard.

"I'll have to take my chickens home first," said Bruin.

"I haven't time to wait for you to run home and then for you to come back," answered Reynard.

"Well, I'll have to take the chickens home first, because I can't carry the cheese and the chickens both," said Bruin.

"I'll help you carry your chickens after you get the cheese," said the fox.

So they started off in the direction of the trap. As soon as he caught sight of the cheese Bruin said in an excited way, "O Reynard, I can get the cheese lots quicker if you will hold these chickens."

As Reynard took the chickens Bruin rushed after the cheese. As soon as he touched the cheese—snap! went the door and the bear was caught.

As Reynard ran down the path on his way home he laughed and cried out, "Ha! ha! ha! Uncle Bruin, how do you like the cheese? I'll have a feast with my little ones eating your chickens."

TEACHERS' SPIRITUAL REWARDS

Teachers who do their work well and who, either in fact or by faith, see the world made better as a result; individuals made healthier, wiser, happier; sin and suffering made less; the common wealth made more; social purity and civic righteousness increased; public laws made more just; patriotism broadened and purified; State and Nation made stronger and safer against attack from without and decay from within; and the world lifted onto a higher plane and into a brighter sunshine and a purer atmosphere, are possessed of wealth unseen and for most unseeable.—P. P. CLAXTON, Commissioner of Education.

When we measure the services rendered by the schools we cannot escape the belief that society is not making sufficient contribution for their support—JAMES M. COX, Democratic candidate for President.

VIII

A BOOK OF OUTSTANDING IMPORTANCE

BRIGGS' *The Junior High School*

And still they come. Three texts on the Junior High School within a twelve-month is a good record and the best of it is that each is better than the last, as of course it ought to be. The first was Bennett's (see *The Virginia Teacher*, March, 1920) which impressed one, as every first book in so large a field, as a sort of scrap-book of information and opinion, combined with the personal experience of the author, himself a practical schoolman. Next was that of Koos, (see *The Virginia Teacher*, July, 1920) a definite effort to set forth a logical consideration of the factors that have entered into the establishment of this type of school and the probable readjustments in school curricula and organization that will follow. *The Junior High School*, the third of the number, by Professor Briggs, of Teachers College, Columbia University, is the result of ten years of study and of instruction regarding this problem, and bids fair, as a scientific treatment of the matter, with its pages literally a mass of statistics summarized in some 80 tables, not to be surpassed for some time.

The fourteen chapters of this book cover a wide range of topics, including the historical development, claims and objections, curricula and courses of study, methods of teaching, buildings, costs, and results.

The groundwork is laid in the first three chapters, occupying nearly one-third of the book. In the first, are taken up the needs for reorganization of our present school system; for example, the non-flexible and traditional grouping of grades, the lack of relation of the work of the elementary school to life situations, the lack of progress of the average grammar grade pupil, the need of men teachers as well as woman teachers for early adolescence, the lack of provision for individual differences and needs, and the

The Junior High School, by Dr. Thomas H. Briggs. Boston: Houghton Mifflin Co. 1920. 350 pages. (\$2.00).

need of more personal, vocational, and educational guidance. On this basis a summary statement of the functions of the intermediate period in education is made as follows:

"First, to continue, in so far as it may seem wise and possible, and in a gradually diminishing degree, common, integrating education; second, to ascertain and reasonably to satisfy pupils' important immediate and assured future needs; third, to explore by means of material in itself worthwhile the interests, aptitudes, and capacities of pupils; fourth, to reveal to them, by material otherwise justifiable, the possibilities in the major fields of learning; and, fifth, to start each pupil on the career which, as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and the State."

The history of the movement is then treated briefly, giving opportunity for definitions of the junior high school, of which the author believes there now exists a total of some 800 scattered widely throughout the union. Tables B and VI give very interesting and valuable data as to the essential criteria of the junior high school from the statements of a large number of the leading educators of the country. Apparently the foremost consideration is that of curriculum differentiation to serve the individual differences of pupils, for these differences seem to be enhanced at the early adolescent period when vocational interests are beginning to take shape. It is hopeful indeed if so fundamental a principle is actually at the basis of so fundamental an educational transformation, and not merely chance, opportunism, or imitation. Following this, a number of real and apparent objections to the junior high school are discussed, the author finding that most of these will probably prove to be directed at temporary or remediable conditions.

The remainder of the text is devoted to types of problems with which the school administrator is bound to be confronted, and which are treated not only with a general statement of fact but with statistical data, based upon the author's wide observation of schools and the answers to questionnaires by some three hundred interested people. The range and value of this data may be seen from the following titles of tables: Credits for entrance into the senior high school, percent-

ages of pupils electing the different courses in the junior high school, the prevalence of offerings of the various school studies in different junior high schools, the experience of teachers, the salaries of teachers, length of school periods, the use of advisers, etc. The superintendent or principal who is seriously considering the organization of his schools to include the junior high school can turn to these chapters and find his questions as to typical practice answered in most important matters.

Of particular interest is Chapter XIII, entitled Results. The author points out that it is really too early, especially in the light of the lack of standardization of this ten-year-old institution, to judge clearly of results. He concludes as follows:

"In so far as the data are representative, they show that junior high schools do tend to increase the enrollment of pupils of early adolescence, especially of boys, to retain them longer in school, to bridge the gap between the elementary grades and the high school, to furnish better provisions for pupils of varying abilities and needs, and to increase the interest, school spirit, and community support. On the other hand, the data show that much yet remains to be done in the rewriting of courses of study and in the improvement of instruction, particularly in academic subjects to be continued in high schools. The junior high school must still be considered *an opportunity rather than an achievement*".

The author therefore makes no effort to outline a standard or ideal junior high school as do Koos and Bennett. He does contend that, from the number of schools established, the wide geographical location of these schools, and the consensus of opinion among educators, the school is already accepted in theory. "There is a demand for purposes so clear and so cogent that they will result in new curricula, new courses of study, new methods of teaching, and new social relationships—in short, in a new spirit which will make the intermediate years not only worth while in themselves, but also an intelligent inspiration for every child to continue as long as profitable the education for which he is by inheritance best fitted."

Mention is made of the type of junior high school needed in rural communities, and sample community developments are briefly alluded to. The treatise as a whole, however,

as former treatises, is devoted largely to the city type. The median numbers of pupils in the schools investigated is about 250, while a very few have less than 75 or 100, the usual number in Virginia rural junior high schools. The task of writing a standard treatise on such a school remains to be done and is a very urgent need. Similarly special treatises on junior high school methods of teaching and on the special subjects or studies of the curriculum need the patient and scientific elucidation given them that the general administrative problem of the city junior high school has been given by Dr. Briggs.

W. J. GIFFORD

INTERESTING OFFERINGS OF THE OCTOBER MAGAZINES

"If Shakespeare Lived Today," a play by Lord Dunsany. *The Atlantic Monthly*.

"An Empress in Exile" by Agnes Carey, an inmate of the English home of the Empress Eugenie. *The Century*.

"The Voters' Choice in the Coming Election," by President Charles W. Eliot. *The Atlantic Monthly*.

"The New Heavens," by George Ellery Hale, Director of the Mount Wilson Observatory, Washington. *Scribner's Magazine*.

"James Russell Lowell as a Teacher; Recollections of His Last Pupil," by William Roscoe Thayer. *Scribner's Magazine*.

"Mark Twain and the Art of Writing," by Brander Matthews. *Harper's Magazine*.

"Campaigns for Teachers' Salaries," by Carter Alexander and W. W. Theisin. *Educational Review*.

"The Teacher as an Enzyme," by R. F. Mullen. *Educational Review*.

"Vocational and Moral Guidance thru Dramatics," by Hazel M. Anderson. *Education*.

"Nursery Window Gardening," by F. T. Eaton. *The House Beautiful*.

"Women in Politics," by Corinne Roosevelt Robinsin. *North American Review*.

"A Plea for More Reading," by Grant M. Overton. *The Bookman*.

"Human Emotions Recorded by Photography," by Ralph A. Graves. Sixteen photographs of subjects unconscious of the camera. *The National Geographic Magazine*.

"Our civilization rests at bottom on the wholesomeness, the attractiveness, and the completeness, as well as the prosperity, of life in the country."—Theodore Roosevelt.

Owing to the unexpected continuance of the absence of local electric power, made necessary for repairs to the power plant, the printer of THE VIRGINIA TEACHER was unable to fulfill the contract for the September number. The present number represents, therefore, the September-October issues. All subscriptions and advertising contracts will be extended one month.

THE VIRGINIA TEACHER is reaching an increasing number of people of professional interests in the state and is planning an extension of its professional services to teachers in several ways. At an early date a number containing TEACHERS' AIDS, representing contributions from every department of the school, will be issued. Beginning with the next issue, Dr. John W. Wayland will contribute a series of helps for the use of his recently adopted *History of Virginia for Boys and Girls*. As every number of THE VIRGINIA TEACHER will contain some special feature of prime importance to the teachers of the state, subscriptions should be sent in at once, that full benefit may be secured.

THE VIRGINIA TEACHER

Published monthly by the State Normal School for Women at Harrisonburg, Virginia.

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IX

EDUCATIONAL COMMENT

THE STATE TEACHERS ASSOCIATION

The teachers throughout the entire state will learn with sorrow of the death of Principal Mallory K. Cannon of the Maury High School, Norfolk. Mr. Cannon was elected President of the State Teacher's Association, at its last annual meeting, and had under way well worked out plans for the enlargement of the usefulness of this organization.

At a recent meeting of the Board of Directors of the Association Dr. W. R. Smith-e-y, former secretary of the State Board of Education and now a member of the faculty of the School of Education at the University of Virginia, was elected to serve as president of the Association for the first year of the unexpired term of President Cannon. Dr. Smithey's wide acquaintance with school affairs, coupled with his administrative ability, should make him an excellent officer for the Association.

One hears from many sources that the rank and file of the teachers feel that the State organization somehow is not functioning for them as it should. Some only hear it mentioned in the fall at their local institutes when dues are called for. A large number, too, have only this contact with the organization. A small number attended the annual meeting in Richmond, sit with folded hands and listen to a heterogeneous assemblage of addresses, some pertaining to school matters, some to propoganda of various kinds

more or less related to school work. They come to Thursday and Friday when a smooth working, invisible machinery rushes through the appointment of new officers and the passing of numerous resolutions. Sometimes methods that can be characterized only by the term "steam roller" are employed to accomplish this. The individual delegate and the individual member in the business session are largely onlookers. Here, in my opinion, is the trouble that needs to be remedied. The State Association, despite these conditions, can enumerate many splendid things it has done for the teacher and for the public schools, but it needs to give the individual teacher larger opportunity for expression through the business session which should be lengthened and presided over by an officer that is willing to let the individual teacher have a voice in determining the policies and procedure of the association.

Then too something should be done to stimulate and keep alive the interest of the member who does not attend the annual meeting. The President of the Association should see this year that the big objectives of the Association are properly put before the teachers when the president of the local association calls for dues. An accurate statement of what the Association has accomplished in the past would not be amiss. Certainly the individual members of the local association should make their choice and instruction of delegates a product of definite purpose determined from mature consideration of definite problems of the profession. Then when these delegates go to the annual meeting they should be heard.

THE STATE DEPARTMENT OF EDUCATION

September first witnessed the introduction of several new faces to the State Department of Education. Miss Ora H. Avery succeeds Miss Edith Baer as Supervisor of Home Economics, Miss Baer having resigned to accept a position in the Home Economics faculty of the University of Pennsylvania.

Mr. W. L. Prince, supervisor of high schools, leaves the department to become a member of the education faculty of Richmond College. Mr. Prince has been succeeded by Principal Algar Woolfolk of the Richmond City Normal School and Principal Henry G. Ellis of the Emporia High School.

Principal W. D. Gresham of Pulaski takes up the work with the colored schools, formerly done by Supervisor Arthur D. Wright who has been made a supervisor of Army Post Schools.

The new supervisorship of physical education created by the last legislature will be filled by Mr. Guy C. Throner who will be known as State Director of Physical Training.

WOMEN'S NEW RESPONSIBILITY

Woman suffrage is an accomplished fact. Whether you, the individual woman, favored the 19th amendment or not you stand on an equal footing with men in voting power and you must assume the responsibilities that such power carries with it. Especially do we hope that all intelligent and patriotic women will acquaint themselves with the machinery and problems of our government and vote, not stay at home and let the woman with less intelligence, guided by selfish interests, destroy the possible good of your judgment and purpose. Especially should this responsibility be met by teachers not only because they are exemplars in their various communities, but because we believe them the most intelligent and most patriotic of any group of our women. Then, too, the teaching profession has suffered at the hands of legislative assemblies and executive boards because it was composed largely of "women teachers." It will be a different proposition if the ten thousand "women teachers" are also ten thousand voters. Because we have an opportunity at the coming November election to pass two constitutional amendments that mean untold consequence for our schools. Ten thousand teachers' votes in the affirmative will insure the passage of these amendments without a doubt.

FOR COUNTY INSTITUTES

Every Division Superintendent or presiding officer at the county institutes in September and October should impress upon the teachers the necessity of qualifying for suffrage and voting for the passage of the constitutional amendments for removing the limitation on local taxation for schools and for making it possible to prevent the waste of one third of our school taxes by a strong compulsory attendance law.

S. P. D.

X

GLEANINGS FROM THE RECENT MAGAZINES

"In Defense of Old Jokes," by John Kendrick Bangs. *The Bookman*.

A humorous resume of jokes of all ages from "Hellenic scintillance" down to the reproductions of Mutt and Jeff, written in the best style of this prince of laugh-makers. He undertakes to prove that "What we laugh at doesn't matter so long as it is clean and wholesome and bears no barb of malice, and by that token any instrument of mirth that comes to hand should be welcome, whether it belong to the age of Pericles or that of Josephus Daniels."

"Rio de Janeiro, in the Land of Lure," by Harriet C. Adams. *The National Geographic Magazine*.

Vivid description and forty full-page illustrations help to make real the dominating beauty of this one of our family of American cities whose acquaintance we are only beginning to make.

"The New Poetry," by Alda Dorothea Leaw. *Education*.

This is a fine literary paper which is at once a history, an analysis, a criticism, and a defense of the much-discussed modern verse. It might also be considered a warning, as the author in her conclusion says, "It is the duty of the school to guide the poetic flame, that it may preserve 'the harmony of the helpfulness of life' instead of becoming a conflagration".

"Artistic Equipment of the Modern Schoolroom," by Elizabeth Cahill. *School Arts Magazine*.

An argument and practical suggestions for equipping the schoolrooms of the country in such a manner as to make the classroom itself a center of culture.

"The School of Feathertown," by Walter Barnes, State Normal School, Fairmont, W. Va. *Education*.

A clever burlesque in the form of a parable, warning against burdening the school curriculum with unpractical detail.

"The Case for the Humanist," by P. H. Houston. *North American Review*.

An eloquent plea for a sure and solid foundation of literary and linguistic culture in our educational systems as a safeguard against the revolutionary ideas threatening our present society with destruction.

"A New Way with Dullards and Scapegraces," by Rutherford H. Platt, Jr., *The World's Work*.

An interesting exposition of up-to-date methods of practical psychology as applied to the human problems confronting the teacher in every schoolroom, which may be solved by the measurement of the mind by some of the standard intelligence tests.

"Some Pioneer Problems Worked Out with Illiterates," by Garry C. Myers, Director of Education, Camp Upton, N. Y., *Education*.

From practical experience with two thousand adult learners at Camp Upton, Captain Myers deduces a forcible argument in favor of the use of group intelligence tests for every entering class at every school.

"The New Task of the Colleges," by Samuel P. Capen. *School and Society*, September 4.

An address by the Director of the American Council of Education, giving a sketch of the expansion of the field of knowledge in this country and its bearings upon the present complicated situation—the general conclusion being that "students must work harder than ever they worked before," especially along the line of independent pursuit of knowledge and the solving of today's problems, and that the colleges must rearrange their courses of study to further this end.

"Unionization from the Standpoint of a University Teacher," by W. C. Curtis, University of Missouri. *Educational Review*.

This is the first article in a symposium upon unionization, and is a clear and thoughtful presentation of the affirmative side of the mooted question as to the affiliation of teachers with the American Federation of Labor.

"Teachers and Trade Unions," by Arthur O. Lovejoy, Johns Hopkins University. *Educational Review*.

A strong argument in opposition to the new type of teachers' organizations suggested by the title, and a warning against what the writer calls "entangling alliances with organizations primarily economic in their objects and representing chiefly the special interests either of employers or employees."

"Organization of Teachers," by Dean Russell, Teachers College. *Educational Review*.

Dean Russell strongly advocates group organization, the unifying of the latent strength of the half million teachers in this country, but offers many reasons for believing that to ally themselves with the American Federation of Labor would be fatal to their greatest usefulness either to the profession or to the public. "'Friends with all, but allies of none' must be the slogan of teachers' organizations."

MARY I. BELL

AN ABUSE

We have in America no favored classes who have the right to doom others to a form of labor which they themselves are unwilling to perform. A man may be doomed by his ancestors to an inferior position through the weakness of body or of mind which they transmit to him; or he may doom himself to inferiority through laziness, or indifference, or extravagance, or dissipation. But when any one man or any group of men attempts to raise barriers against the progress of any other man or any other group of men by either force or fraud, we have an abuse which needs to be remedied.—T. W. Gosling, in *School and Society*.

The average total cost of maintaining the public high schools per student enrolled is \$84.49 per year. The corresponding elementary school cost is only \$31.65. The average cost per student in high school is 2.67 times the cost in the elementary schools.

XI

BRIEF REVIEWS OF BOOKS OF INTEREST TO TEACHERS

COLLEGE TEACHING, edited by Paul Klapper, with an introduction by Nicholas Murray Butler. New York: World Book Co. 1920. 583 pages. (\$4.50; or \$3 each in orders of three or more copies.)

Until this book appeared, and until it shall have been followed by numerous other special treatises, the reproach against the college teacher for the comparative ineffectiveness of his teaching method has little weight. In the last two decades we have witnessed first the appearance of comprehensive treatises on the teaching of various subjects of the elementary school as, for example, the books of Charters and Rapeer, and later of similar books on the secondary subjects by Johnston, Monroe, and Inglis. Mr. Klapper in this text has summoned the aid of many of the abler teachers of higher education, so that the work is the joint product of some thirty different minds. Aside, however, from six essays written by members of the staff of the College of the City of New York, including Dr. Klapper, only two others were written by college teachers. The remainder are written by university teachers, presumably, in most cases heads of departments. This may or may not be unfortunate, but it suggests the possibility that frequently the more mature students were in the minds of the authors.

The plan of the book follows: three chapters of an introductory nature; six chapters on the sciences; eight chapters on the social sciences; five chapters on languages and literature; two on fine arts; and four on vocational subjects. The book would be fully justified, did it include only the first three chapters. Dr. Duggan describes in Chapter One the history and present tendencies of the American college. President Mezes in Chapter Two outlines the proper professional training of the college teacher, boldly demanding a preparation not unlike that of teachers in the elementary and secondary schools, and Dr. Klapper in Chapter Three lays down at much greater length the general principle of college teaching. The latter takes his starting-point from the valuations of their respective teachers by three capable college students in as many first class colleges and then goes over into a thorough examination of the aims, curriculum and subject organization, and methods of the college and the college teacher. This viewpoint, it is needless to say, would be invaluable to every beginning teacher in college work, coming as he does from the university with the notion gained in research work that subject-matter alone prepares one for instruction.

The chapters of the main body of the text are naturally, like college teaching, quite uneven. Here and there appears what is almost certainly an essay fished up from the depths of some barrel and amounting to little other than an outline of courses to be offered in the college in that particular subject, or perhaps the history of the subject, or worse still a defense of it and its place in the curriculum. This however, is far from typical and a number of essays are outstanding brief discussions of the psychology and pedagogy of the study, brimming full of practical suggestiveness about method and organization in teaching. Among the best are the essays on biology, sociology, ethics, economics, music, and psychology. Thoroughly regrettable is the fact that over half of the writers on special subjects give not even a brief bibliography to guide the reader in pursuing the subject further. Could the writers of these joint productions have been persuaded to follow such a splendid outline as offered (vide pp. iv-vi), the value of the book would have been increased many fold. As it is, this pioneer treatise is likely to stimulate a great deal of professional interest in the adequate preparation of college teachers and it is to be hoped bring about some immediate reform in the teachers now in the field.

W. J. G.

PRINCIPLES OF AGRICULTURE, by John H. Gehrs. New York: The Macmillan Co. 1919. 585 pages.

This is the best book on agriculture that the writer has seen since the publication of Warren's *Elements of Agriculture*. While probably not so well suited as the latter for use in agricultural high schools, it is admirable as an aid to the training of teachers for work in the grammar grades and junior high schools. Much emphasis is placed on gardening and poultry raising. At the same time the other phases of agriculture receive adequate treatment. Attention is first given to farm crops followed in order by animal husbandry, poultry culture, soils and fertilizers, gardening and fruit growing, insects, farm management, and marketing.

This book was intended for use in high schools and is based on the project method. It is the opinion of the writer that it is much better suited to the junior high school and to the normal school training of teachers in the junior high school. Teachers in the Smith-Hughes schools would probably prefer several reference books that would cover the ground more extensively. The author's experience at the Cape Girardeau Normal School enabled him to prepare a book peculiarly suited for normal school use.

G. W. C., JR.

ANIMAL HUSBANDRY, by Tormey and Lawry. New York: American Book Co. 1920. 351 pages.

This is a very good book on animal husbandry for use in agricultural high schools. The treatment of stock judging and feeding is especially good and the hundred-odd illustrations show careful selection. Teachers of agriculture will find Tormey and Lawry's book a very useful reference book and many might prefer it even to the older book by Plumb—which however remains the writer's preference.

G. W. C. JR.

THE CLASSROOM TEACHER, by George Drayton Strayer and N. L. Engelhardt. (American Education Series, George D. Strayer, General Editor). New York: American Book Co. 1920. 400 pages.

One of the most comprehensive books we have ever reviewed. It ranges from chapters on democratic education to professional aims, including supervision, methods, administration, school hygiene, and individual differences. In this lies both its strength and its weakness. It is comprehensive enough to be excellent for a general view of the field of education, and the treatment of each topic is too brief to be satisfactory to one particularly interested in a single phase of education. It is a good introductory book for pupils expecting to specialize in education and for teachers interested in democracy in administration.

C. K. H.

THE FACTS AND BACKGROUNDS OF LITERATURE—ENGLISH AND AMERICAN, by George F. Reynolds and Garland Greever. New York: The Century Co. 1920. 425 pages. (\$1.45)

Here is a handbook chockful of information and ready reference material, of illustrations and diagrams, outlines and summaries. It is not heavy with padding and "style"; it bristles with facts and its lines show that it was built for speed and action.—This is truth, albeit a mixed metaphor!

From an illuminated page of the Ellesmere Chaucer to a copy of a Hogarth engraving and W. L. Taylor's historical pictures of American life; from costumes to architecture; from medieval pageant-wagon to Hampden's staging of Hamlet in 1919, the illustrations abound. Then there are chronological charts and literary maps, and an appendix containing much information essential to a real understanding of English literature but nowhere else gathered together. For instance, there are statements giving concise and detailed knowledge of English architecture, educational institutions, titles, beliefs and superstitions, English family life, the stage, the guilds, village farms, etc.

Its summaries of social conditions are excellent, and for teachers who are trying to get

away from the habit of too much history of literature and not enough literature, this book will have a distinct value. Not only to high school seniors but also to college students will the book be a constant source of help, and every teacher of literature will find it handy and useful.

C. T. L.

SCHOOLS IN SIBERIA, by William F. Russell. Philadelphia: J. B. Lippincott Co. 1919. 135 pages. (\$1.50).

This little book by the Dean of the School of Education of Iowa University was the direct result of the author's experiences as director of the Educational Section, Russian Division, of the Committee on Public Information during the latter part of 1918. Altho travel and other conditions in Siberia did not permit a great deal of visitation, all types of schools were seen and faithfully reported upon.

The student of the history of education or of comparative education will find here a wealth of information particularly in the fifty pages given to source material, while the student of social conditions or of educational sociology can trace the struggle of a nation being reborn, this time from autocracy into democracy. A rather surprising interest in education and especially in American educational practices, as well as a splendid if limited educational tradition, is seen. Among the more valuable discussions are those of the Teachers' Unions (or Associations) and Students' Unions, carrying over the general tendency of modern Russians to organize and seek to secure their rights. It is to be hoped that some way may be found, as was found in the case of China, to enable large numbers of young Russians to study in our higher schools, thus carrying back to this great nation a form of elementary and secondary education which will break down the now typical caste system borrowed from Germany and Austria at an earlier date.

W. J. G.

TEACHER TRAINING DEPARTMENTS IN MINNESOTA HIGH SCHOOLS, by Lotus D. Coffman, Dean of School of Education, University of Minnesota. New York: General Education Board. 1920. 92 pages.

In this little bulletin Dr. Coffman has given a clear and comprehensive analysis of the teacher training departments in Minnesota high schools. Nowhere has this agency for the preparation of rural teachers been given a more thorough trial, therefore the results are of universal interest. Dr. Coffman finds that as a rule the cadets are too immature, that the year of training is too short a period and that the instruction and supervision necessary are entirely too cumbersome for one or even two teachers in the department. In fact, although he does not suggest abolishing the departments at once, he asserts clearly that

the normal schools afford the only solution of the rural teacher problem.

K. M. A.

IMAGINATION AND ITS PLACE IN EDUCATION, by Edwin A. Kirkpatrick. New York: Ginn and Co. 1920. 214 pages.

In the twenty-one chapters of this book the author of "Fundamentals of Child Study" and "The Individual in the Making" has summarised a great many observations, experiences and student reports on a very interesting phase of mental life. Part I is devoted to a discussion of imagination in relation to other mental processes. Part II deals with the changing nature of imagination, with the growth and development of the child. Part III treats of the possible utilization of the imagination in teaching the various elementary school subjects.

While no index is appended, a six-page bibliography comprising most of the best studies on the subject is added. Examination of the book fails to reveal much use of this by the author, the book, like others from the same pen, being in the nature of the expression of the earnest conviction of a sincere teacher unscientifically bent or minded. Nevertheless the inexperienced beginner in the teaching profession will find much that is valuable in the various chapters of the book, particularly those of Part III.

W. J. G.

A TREASURY OF ENGLISH PROSE, by Logan Pearsall Smith. Boston: Houghton Mifflin Company. 1920. 237 pages. (\$1.75).

The compiler has gathered choice bits from English prose literature of the past five centuries.

The size of the book is inviting. It may be begun in the reasonable hope of finishing without delay. Let the reader remember this fact when he is tempted to regret this or that omission.

The extracts quoted show real taste and discrimination. But it is a sad book. A discouraged tone prevails, especially towards the close. Were it not for the sweetness and light of one paragraph from Stevenson and another from Woodrow Wilson, we might have to turn back to the early pages to get rid of a bitter farewell taste.

E. P. C.

FUNDAMENTALS OF SPEECH, by Charles Henry Woolbert. New York: Harper and Brothers. 1920. 385 pages. (\$2.25).

The academic worth of the instruction in speech seems now unquestioned and new courses in speech-training are multiplying from primary grade to university graduate school. The Fundamentals of Speech by Charles Woolbert is offered as a statement of fundamentals that lead into any of the paths the subject may take: conversation, common reading, interpretation, impersonation, public speaking, and dramatics. Democratization of speech-training is the main object of the book. Aimed at

democratic ends it stresses the methods of teaching the ordinary student, however uninteresting or defective. It furnishes material in training the bright and dull students alike by providing a wide range of teaching methods. It aims above all to meet the problems of the large mixed class.

R. S. H.

ELEMENTARY LATIN, by M. L. Smith. New York: Allyn & Bacon. 1920. 330 pages.

This book is a complete revision of "Latin Lessons" by the same author. In the new book as in the old the four fundamental aims are (1) to make Latin seem alive; (2) to give the first year's study a value for general culture; (3) to minimize the difficulties of beginning Latin; (4) to prepare thoroly for the second year's work.

The lessons are short, thus forming a gradual approach to the subject. The rules and explanations are clear and concise. Special attention is given to English derivatives. Besides the passages of connected Latin text, which is a noteworthy feature, supplementary readings taken from the story of Ulysses and selections from Caesar are included.

The book is made attractive by carefully selected illustrations of the life and customs of the Romans.

M. V. H.

APPLIED MATHEMATICS FOR JUNIOR HIGH SCHOOLS, by Eugene Henry Barker. New York: Allyn and Bacon. 1920. 247 pages. (\$1.25).

Quoting from the preface, "This book has been written to meet the demand for a practical course in applied mathematics which shall co-ordinate the school room lesson and the actual problem of the industrial and commercial world."

The book gives (1) An adequate treatment of the fundamental operations; (2) A consideration of ordinary business transactions; (3) A sufficient acquaintance with the symbols of algebra to enable the student to interpret and apply simple formulas; (4) Enough geometry to enable him to compute the areas and volumes of the common geometric figures; (5) A study of graphic charts and their use; (6) Training in the use of mathematical tables; (7) Practice in the power to judge a computed result with reference to its reasonableness.

Thirty-three pages are devoted to a review of fundamental operations and thirty-five pages to a review of fractions and decimal fractions with applications.

Percentage, taught by rule by means of the three cases, with well chosen practical problems, is given in twenty-four pages, while Denominate Numbers with their applications cover thirty-one pages, including five pages on Longitude and Time which might very well be omitted.

Then follow eleven admirable pages on the

use of tables and eleven more on square and cube root.

The geometry given in the next twenty-two pages consists of computing areas and volumes by rules, given without reasons, and is in one sense geometry as it is usually understood.

After twelve pages on graphic representation, the remainder of the sixty-two pages is devoted to formulas and their application to the solution of practical problems.

Numerous appropriate illustrations add interest to the text.

In the hands of a poor teacher this book may very readily develop a "ready reckoner", while in the hands of a trained teacher it furnishes material for the development of an accurate thinker as well as a rapid computer, especially if used as a cap-stone to the arithmetical arch of a pupil's foundation for futher work in mathematics.

H. A. C.

NINETEENTH YEARBOOK FOR THE STUDY OF EDUCATION, Parts I and II. Bloomington, Ill.: Public School Publishing Co. 1920. 194 and 126 pages. (\$1.00 each).

Part I contains new materials of instruction prepared by teachers for use in class work to supplement the material in text books. Results are given of the use of new material in reading, history, geography, mathematics, nature study, and community life. Part II considers especially the problem of the gifted child, and the uses of flexible promotion schemes and of intelligence and educational tests. It contains a bibliography on the psychology and pedagogy of gifted children.

MUSIC APPRECIATION FOR LITTLE CHILDREN, edited by Frances Elliott Clark. Camden, N. J.; Victor Talking Machine Co. 1920. 175 pages. Bound in Cloth.

A handsome little book issued by the Educational Department of the Victor Talking Machine Co. and designed to meet the needs of the child mind during the sensory period of development. Teachers in the primary grades will find many useful suggestions here regarding the best methods of using the Victor records, and will also find informing chapters on rhythm, the supervision of music appreciation, lesson building, etc. A calendar of special days is included, and a method of card-indexing records.

NEW CHAMPION SPELLING BOOK, by Warren E. Hicks. New York: American Book company. 1920. 248 pages.

Hicks. New York: American Book Com. book—before being revised; and the new edition is fresh from contact with all the recent investigations of specialists. Two strong points of this spelling book are the systematic reviews and the plan of teaching intensively two new words every day.

XII

SCHOOL NEWS

The opening of the fall session at Harrisburg, September 22, finds three new members of the home economics department. The head of the department is Miss Grace Brinton, who occupied the same position at the Bradley Institute, Peoria, Illinois.

Miss Brinton has also been an instructor in the State Normal School at Superior, Wisconsin, and in the State Normal School at San Jose, California. Her experience has included work as dietitian in Laurel School and at Lakeside Hospital, Cleveland. Miss Brinton has the Ph. B. from the University of Chicago and the M. S. of Teachers College, New York.

Miss Lotta Day is a graduate of the Indiana State Normal School, and has the Ph.B. and M. S. degrees from the University of Chicago. Miss Day has taught in the rural schools of Indiana, in the city training school of Evansville, and for two years was an instructor in the Montana State Teachers College.

Miss Myrtle Wilson has the B. S. degree from Teachers College, New York, and has recently been head of the department of home economics in the Little Rock (Arkansas) High School. She has also done considerable extension work in home economics in Arkansas.

These three appointments fill the vacancies caused by the resignation of Miss Sarah M. Wilson to accept a responsible position in the Pennsylvania State College, of Mrs. Carrie B. McMichaels to take up work in Illinois, and of Miss Virginia Zirkle, whose marriage will take place in October.

Mrs. Pearl P. Moody, who has been an instructor of home economics here since 1916, is the fourth member of the department.

Other faculty changes include the appointment of Dr. W. J. Gifford to the deanship; of Miss Ruth S. Hudson to have charge of dramatics and vocal expression, after an absence of a year, and of Mrs. N. D. Hawkins, who will succeed Mrs. J. Frank Blackburn as a teacher of voice.

Critic teachers at the training school include three new members. They are Miss Frieda Johnson, a graduate of the Harrisonburg Normal School, who comes here from the principalship of the Lovettsville High School; Miss Lucy Spitzer, also a Harrisonburg graduate, who has recently been a supervisor of primary work in Frederick County; and Miss Mary Cornell, who has been a kindergarten teacher in New York City, Winston-Salem, N. C., Albion, Mich., and Jackson, Mich.

In addition to the training school conducted by the State Normal School in Harrisonburg, there was last year established through co-operation with the county school authorities a rural junior high school at Pleasant Hill. Training schools facilities in this important type of work are consequently provided, and Miss Sallie Blosser, a graduate of the Harrisonburg Normal School, is the new critic teacher at the Pleasant Hill Junior High School.

Recent speakers during the second term of the summer session, August 2 to September 3, included John Stone, President of the Virginia Ballad and Folk Lore Society; Frank Price, a divinity student at Yale, born of a missionary family in China, who gave an instructive talk on education in China; Father J. J. deGryse, of the Harrisonburg Catholic Church, who spoke on the history and traditions of the University of Louvain, Belgium, of which he is a graduate; Senator John Paul, of Rockingham County, who pointed out woman's obligation in view of the ratification of the suffrage amendment, and advised those in his audience to vote, to vote independently, and to vote intelligently.

Musical programs given at assembly period during the second term included that of Miss Kattie Ney, of Harrisonburg; Mrs. C. K. Holsinger, of Lawrenceville, whose husband is an instructor in the summer school; and Misses Christina and Frances Hughes, of Harrisonburg. The first two were vocal music, and the last was a program of piano and violin music.

There were 150 students in attendance at the second term of the summer session, as compared with 125 a year ago.

Attendance Figures For the first term, 1920, there were 604 students registered, as against 536 last year. Allowing for duplication in the case of students attending both terms of the summer session, figures show for the summer session of 1920 a total of 701 registrants against 630 in 1919.

Dean W. J. Gifford spoke September 5, at the United Brethren Church, Harrisonburg, before the Central District Sunday School Association of Rockingham County, on the "Need of Looking after the Young People." Dr. Gifford went to Big Stone Gap, September 9, to address the Wise County Teachers Institute and to conduct a conference with high school principals and teachers.

The whereabouts of members of the winter school faculty during the summer months is always of interest. President Duke was "on the job" all summer except for a two weeks' vacation spent camping by the Shenandoah River near Quicksburg. Dr. Wayland taught both terms of the summer session. Miss Cleveland did also, but spent the interim between summer and winter sessions with relatives in "Old Flu". Miss Lancaster was in Ashland with her family; Mr. Johnston taught both sessions and took his vacation in his garden growing celery, et cetera; Miss Bell was at the Clifton Springs Sanatorium, New York, and returned to Harrisonburg, September the first; Miss Hoffman was at her home in Woodstock; Miss Seeger went to Bermuda, was an instructor in the summer session of the State Normal School, at Frostburg, Md., and then spent a month at her old home in Indiana; Miss Mackey was at her home at Buena Vista; Miss Shaeffer was at her home in Harrisonburg, enjoying a trip to Atlantic City also; Mrs. Moody attended the summer session of Teachers College, Columbia University; Mr. Dingleline taught both terms, going afterwards to Grottoes with a troop of Boy Scouts; Miss Spilman was principal of the summer session training school, later

joining Miss Shaeffer at Atlantic City; Mr. Chappelle taught both terms, overseeing the completion of his new home on Grattan Street in his spare moments; Miss Anthony did graduate work in the George Peabody College for Teachers, at Nashville; Dr. Converse was busy as registrar all summer, but had a little vacation catching bass; Dr. Gifford taught both terms, and by way of variety did a little gardening; Mrs. Johnston taught during the summer session; Mr. Logan taught both terms and managed to land a few bass; Miss McGuire had a brief vacation with relatives in Kansas; and Miss Myers went to Broadway after the end of the first term.

Miss Bishop of the training school was at her home in Missouri, Miss Buchanan in Petersburg, Miss Porter in North Carolina following the end of the first term, Miss Whitesel attended the University of Virginia summer session, and Miss Harnsberger was at her country home near Elkton.

DIRECTORY OF OFFICERS

STUDENT GOVERNMENT

Sallie Browne, Stanardsville, president; Lucile McClung, Eagle Rock, vice-president; Alberta Rodes, Greenwood, secretary.

Y. W. C. A.

Corinne Evans, Waterview, president; Coralease Bottom, Richmond, vice-president; Esther Evans, Richmond, secretary; Evelyn Craig, Picardy, Md., treasurer.

ATHLETIC COUNCIL

June Steele, Harrisonburg, president; Ethel Parrott, Greene county, vice-president; Edith Ward, Norfolk, secretary; Ruth Ferguson, Loudoun county, treasurer.

Pinquet Tennis Club—Gladys Lee, Richmond, president; Mary Carolyn Harris, vice-president; Bernie Jarratt, Jarratt, secretary; Blanche Ridenour, Petersburg, treasurer.

Racquet Tennis Club—Edna Draper, Charlottesville, president; Mary Stephens, Martinsville, secretary-treasurer.

CLASSES

Degree Class of 1921—Ruth Rodes,

Albemarle county, president; Elise Loewner, Harrisonburg, vice-president; Vergilia Sadler, Fluvanna county, secretary; Ethel Parrott, Stanardsville, sergeant-at-arms.

Postgraduate Class—Penelope Morgan, Danville, president; Rosa P. Heidleburg, Rustburg, vice-president; Dorothy H. Fosque, Wachapreague, secretary-treasurer; Dorothy Lacy, Scottsburg, business manager; Margaret Seebert, Lexington, member of executive board.

Senior Class of 1921—Anne Gilliam, Petersburg, president; Lucile McClung, Eagle Rock, vice-president; Margaret Lewis, Lynnwood, secretary; Frances Sawyer, Norfolk, treasurer; Alma Tatum, Charlottesville, sergeant-at-arms.

The Junior Class—Marie Painter, Pulaski, president; Ruth Roark, Alta Vista, vice-president; Edna Draper, Charlottesville, secretary; Bernice Gay, Portsmouth, treasurer; Maude Evans, Hampton, business manager, and Catherine Kemp, Norfolk, sergeant-at-arms.

SOCIETIES

Lee Literary Society—First Quarter—Edith Ward, Norfolk, president; Coralease Bottom, Richmond, vice-president; Mildred Carter, Sussex county, treasurer; Louise Gibboney, Richmond, secretary; Grace Heyl, Charlottesville, sergeant-at-arms.

Lanier Literary Society—First Quarter—Emily Round, Manassas, president; Louise Houston, Lexington, vice-president; Ruth Woody, Portsmouth, treasurer; Frances Buckley, Fairfax county, secretary.

Stratford Dramatic Club—First Quarter—Elise Loewner, Harrisonburg, president; Grace Heyl, Charlottesville, vice-president; Ella Holloran, Lynchburg, secretary; Edna Draper, Charlottesville, treasurer.

Glee Club—Mary Phillips, Bedford City, president; Dorothy Lacy, Scottsburg, vice-president; Elise Loewner, Harrisonburg, secretary-treasurer; Mary Stephens, Martinsville, assistant secretary-treasurer; Rosa P. Heidleburg, Rustburg, business manager; Virginia Greenland, Norfolk, assistant business manager; Anne Gilliam, Petersburg, librarian; Margaret Gill, Petersburg, assistant librarian.

NOTEBOOKS

"A CRY OF THE HEART"*

They are gone,
And I'm glad of it.
I could have made them neater
And gotten "A" or "B",
But I didn't—
And I'm glad of it.

It's been scratch-scratch-scratch,
Dig-dig-dig,
But it's over—
And I'm glad of it.

The slaying of white paper,
The flinging of blue ink,
It's over—all over—
And I'm glad of it.

The scanning of printed pages,
The cranings and the crowdings,
With nerves all a-tingle;
Well, we'll rest now—
And I'm glad of it.

Body tired and mind tired,
Eyes that burn,
And nerves that ache;
But they're gone, those notes,
All gone—
And I'm glad of it.

LINDA L. CARTER

[*Said Mr. W. B. Yeats, speaking of the New Poetry: "We wanted to get rid not only of rhetoric but of poetic diction. We tried to strip away everything that was artificial, to get a style like speech, as simple as the simplest prose, like a cry of the heart."]

ALUMNAE LUNCHEON

The annual alumnae luncheon of the State Normal School at Harrisonburg will be given at the Richmond Hotel, Friday, November 26, at 12:30 o'clock. Every alumna who expects to attend the luncheon is requested to notify

MRS. G. C. CHEWNING
200 North Sheppard St.
Richmond, Virginia

XIII

AMONG THE ALUMNAE

Summer—the latter part of summer—is a hard time for us, the home folks, to keep in touch with our girls. They are so widely distributed, they are so busy making plans for the autumn, and for about three weeks the school at Blue-Stone Hill is not in active operation, so the result is that during this time of year information comes to us more slowly than at other times.

We must say however, that there seems to be no let-up in the activities of Cupid. He appears to be as energetic as ever. And who would be surprised, knowing Cupid and knowing our girls. Here are the bare chronicles of a few marriages that have come to our ears.

Lillian A. Miller was married on August 9, at her home in Radford, to Mr. Casper A. Harpine, secretary-treasurer of the Harrisonburg Wholesale Grocery Company.

Frances Kemper, on September 1, became Mrs. William C. Pane. The wedding took place at the old Kemper homestead, Bogota, in East Rockingham. The place is historic—has been so for generations; and nobody except a specialist in history could determine how many claims it has to romance.

Lizzie-Miller Jarman of Elkton was married on September 4, to Mr. Benjamin N. Anderson, in the Elkton Methodist Church. Miss Jarman has made a great success as a teacher in Schoolfield, a suburb of Danville, and she will now make her home in Danville. Mr. Anderson holds a position with the famous Dan River Cotton Mills.

Katie Pruden is married too—and no wonder. On September 7, she became the wife of Mr. Caswell R. Six, at Suffolk, Virginia. Everybody at the Normal was glad that Katie stayed here so long, because they all liked her so well. All her friends now extend to her their best wishes for six days in the week—and one more. She was married on the seventh.

Florine Rhodes is another one of our girls who was not long ago changed her name and her place of residence. On May 30 she

married Mr. Emanuel Driver of Lacey Spring; and there; since June 10, she has been at home.

Mrs. John S. Nye, formerly Corinne Bowman, is very loyal in keeping the Alumnae Committee informed as to her address. This is much appreciated. Since her marriage she has lived at Saltville until recently. Within the last month or two she and her husband have established themselves in the historic old town of Abingdon.

Three of our girls who have visited us lately are Lelia Marshall, Esther Buckley, and Geneva Moore. They are all making their mark teaching, and they all hold positions of honor and responsibility in the profession.

Lillian Gilbert is continuing her fine work in home demonstration in Prince William County. The fact that she is rounding out her fourth year in that position and that her salary is being raised is perhaps enough to say as to the success of her efforts and the favor with which they are being received. We can not escape the conviction that there should be a live Harrisonburg club organized by the girls in Prince William.

Among our graduates who are teaching in the Harrisonburg city schools this session are Frieda Johnson, Lucy Spitzer, and Genoa Swecker. Superintendent Keister very rarely takes a teacher, even one of our graduates, until she has proved herself somewhere else; but he is on the lookout for the best, whencesoever they may come. His chief embarrassment now is, as it appears to us, that so many of our girls are making star records he does not have places enough for all of them.

This fall a large number of our graduates and other old students are entering upon splendid new fields, while others are returning to the excellent places they have heretofore occupied. To all we bid God speed. And we say, "Please let us hear from you." Let us know where you are, just what you are doing, and what your hard problems are. We shall be interested in learning of your progress, and if we can help you with your problems we shall be very happy in doing so.

It is with deep sorrow that we chronicle the death of Mary Ruebush—Mrs. Hubert Estes—a member of the class of 1913. On August 27, while she was sitting at table in her home in Norton, she was struck and almost instantly killed by a stray bullet fired by some one at a considerable distance outside the house. Thus she fell another victim to that sort of criminal carelessness which will probably continue at unhappy intervals of chance till those persons who so recklessly indulge in it are regularly and impartially brought to adequate punishment. Thus another home is desolated and many hearts are saddened simply because a deadly rifle was thought to be a fitting plaything for a child or a fool. But we are grateful that no chance nor folly can rob us of the memories she planted in our hearts. She is still one of our girls. She is one of the precious number of whom we shall henceforth speak in softer tones and more tender accent.

HARRISONBURG LUNCHEON AT RICHMOND

If you are an old student of Harrisonburg State Normal, and attend the educational conference at Richmond during Thanksgiving week, be sure to secure a plate at the Harrisonburg luncheon.

The luncheon will be held at the Richmond Hotel, Friday, at 12:30 o'clock. Notify Mrs. G. C. Chewning, 200 North Sheppard St., Richmond, that you will be present. Eat, talk, and be happy with your friends. Every year the congenial company grows larger. Be one of the number.

A representative from the Normal School attended the teachers' institute of Botetourt County, held at Buchanan on October 11 and 12, and reports a fine meeting. The efficient superintendent in Botetourt is E. A. Painter, and the schools of the county are responding well to his leadership. Girls who have been at Harrisonburg, either for regular sessions or for summer terms, were met at every turn, and they are giving a good account of themselves. Mae Hoover and Connie Fletchere are teaching in Buchanan. Betty Firebaugh and Barbara Smith work in the schools of Fincastle. Minnie Bowman is principal at Cloverdale (her second year there) and Pearl Noell has charge of the school at Blue Ridge

Springs. Helen Housman is married, living in Danville, and three or four others whom Blue Stone Hill used to know as "Miss Allen," "Miss Gentry," "Miss Turner," etc., are now dignified with the title "Mrs." In fact, in Botetourt as elsewhere, good teachers are proving good wives, and are helping unite the school and the home in that effective co-operation that is bound to result in the best education and progress.

Virginia Styne, another Botetourt girl, has been teaching in Roanoke City for several years. Her friends will be interested to know that her fine voice is bringing her laurels as a singer. In the recent Billy Sunday meetings in Roanoke she sang a number of times with fine effect.

Buelah Crigler is principal at Tye River, in Nelson County. This is her second year at that place.

Clara O'Neil is teaching in her home county of Shenandoah, at the historic town of New Market.

Ella Peck, whose fine record as a student at the Normal will be recalled with pride, is another one of the Botetourt girls that our reporter met at Buchanan. She, like all the rest of our alumnae, still radiates the Harrisonburg spirit.

Our girls are still keeping Cupid so busy that fact is continually outrunning our chronicle; but we do the best we can to keep the record accurate and complete. Here is a section from our latest entries:

August 4, Edna B. Swank to Mr. Frank Rolston of Mt. Clinton;

August 25, Fannie C. Moore to Mr. Allen Austin of Staunton;

September 16, Margaret J. Barron to Mr. Curtis Robbins of Toledo, Ohio;

September 18, Flossie Grant to Dr. Charles Rush of McGaheysville;

September 30, Mary Alice Hodges to Mr. E. Murray Hoagland of Portsmouth, Va.: present address, Chattanooga, Tenn.;

October 9, Janet Baily to Mr. Fred Lee Troy of Big Stone Gap.

Jessie Burton is teaching at Sweet Hall this year. She has our best wishes.

Not long ago a number of Harrisonburg girls had a reunion at the Fairfax County teachers' meeting. Among those present were Catherine Harrison, Mozelle Powell, Gertrude Bowler, Margaret Bear, Delsie Hitt, and Mary M. Snead.

OUR CONTRIBUTORS

ADA BAUGH is a district supervisor of schools in Rockingham County.

EDNA SCRIBNER is a graduate, class of 1920.

MARY V. YANCEY is a teacher in the training school.

JOHN W. WAYLAND is the head of the department of history and social science.

KATHERINE M. ANTHONY is the supervisor of the training school.

LOUISE WATKINS WALKER is a practice student in the training school.

W. J. GIFFORD is the head of the department of education.

"S. P. D." is Samuel P. Duke, the president of the school.

MARY I. BELL is the librarian.

"Virginia's New Hour" is a recent motion picture production exploiting the need of good roads development in that state, with the hope of leading young men back to the farms via the automobile route.—*Educational Film Magazine*.

Beginning with the next number of THE VIRGINIA TEACHER, Dr. John W. Wayland will contribute a series of questions and other aids for use with his *History of Virginia for Boys and Girls*. Dr. Wayland's extended experience and publications on history methods testify to the value of these contributions. A regular subscription to THE VIRGINIA TEACHER will secure this complete series of helps in teaching Virginia history.



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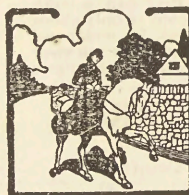
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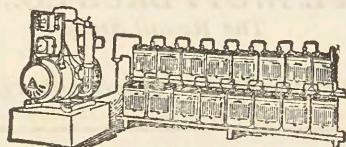
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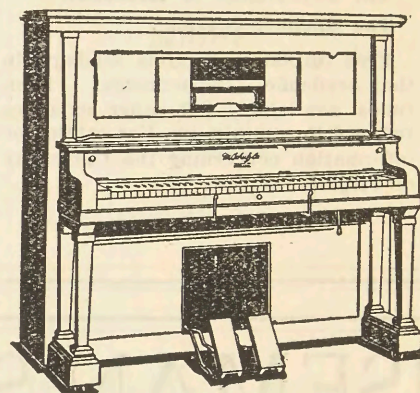
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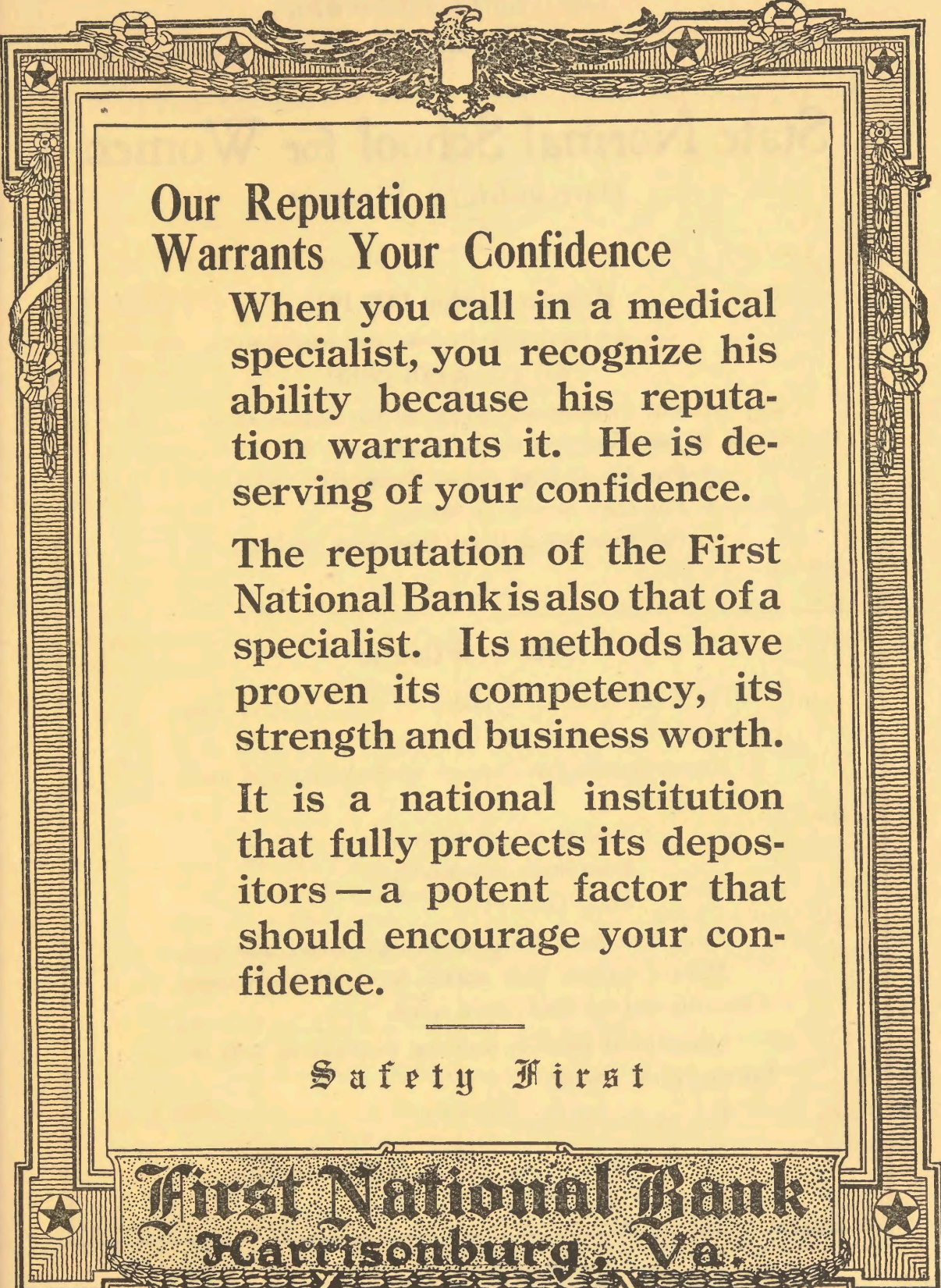
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